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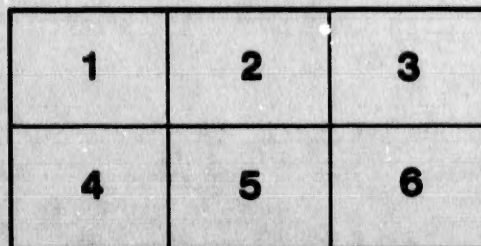
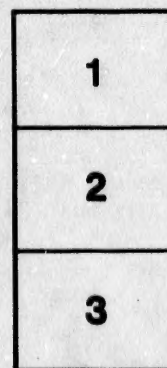
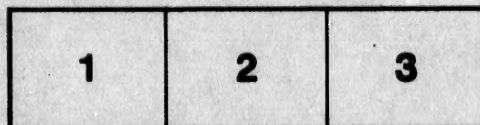
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PRAC

GRAMMAR MADE EASY
OR
PRACTICAL AIDS TO CONVERSATION
AND
COMPOSITION.

GRAMMAR MADE EASY

PRACTICE AND TO CORRECTION

COMPOSITION

THEORY & PRACTICE OF THE ART OF WRITING

THEORY & PRACTICE OF THE ART OF WRITING

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COMPOSITION

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1871-17

GRAMMAR MADE EASY:

OR,

PRACTICAL AIDS TO CONVERSATION

AND

COMPOSITION;

BEING A SERIES OF EXERCISES IN TRANSLATION, NARRATION,
AND COMPOSITION.

For the Pupils of the Fourth Class.

A. M. D. G.

URSULINE CONVENT, QUEBEC.

QUEBEC :

C. DARVEAU, BOOK & JOB PRINTER,
8, Mountain Hill.

1871.

REMARK.—Among the exercises here laid down for the Fourth Class, several may be found superfluous for pupils who have had the regular training in the lower classes: such are the "Models for the Conjugation of Verbs," some of the "Exercises upon the Idioms," and such of the subjects for *Narration* and *Dictation* as are extremely simple.

These, whenever they are too easy to be improving, may be replaced by others furnished by the teacher.

A few exercises, intended as substitutes, have been subjoined as an Appendix.

A. M. D. C.

GRAMMAR MADE EASY.

PART FIRST.

(For the First Half-Year.)

A LITTLE TALK WITH THE PUPILS.

"What is to be done with this little book?"
—A very natural inquiry, my dear children; especially after reading the title, "Grammar made easy." You perceive that it contains quite a number of Anecdotes, little Essays, Verses even, and you say you do not see what *these* have to do with Grammar, which is "the art of speaking and writing correctly," and not at all the art of amusing one's self with stories.

But you will be required to write out some of these stories under dictation; and as you will be permitted to *study* beforehand, this will improve your spelling; others, you will be called upon to *relate* in class, or even to *write out at length* from memory; this will exercise you, not only in spelling, but in the construction of sentences; in other words, "*in speaking and writing the English language correctly.*"

Translating French into English will not be found too difficult a task, for your Teacher will first aid you in making an oral translation in class. Afterwards, your written exercise will be corrected, and then you will not fail to copy it off neatly, which will help to fix the *meaning* as well as the *spelling* of the words, in your mind. These French stories, in their English dress, may serve in their turn as *exercises in Narration*.

The exercises upon the *Idioms*, the *Models* of verbs conjugated in a variety of forms, are destined particularly to aid the *French Pupils in speaking* English. They will be found to embody all that is most advantageous in the celebrated "Method of Ollendorff." These exercises are not numerous, but the deficiency can be supplied by others of a similar nature as difficulties occur.

The pupils will also derive much profit from forming sentences, including some of the words of difficult orthography from the *lists* at the end of their little book, for it is only by *writing* much and with care that a perfect knowledge of orthography can be attained.

We shall not detain you longer, my dear children, with our talk about making "Grammar easy"; you are all convinced, are you not? that for this once "pleasure and profit," go hand in hand; you are willing, at least, to make the trial for yourselves, as it has already been made by other pupils with entire success.

SEPTEMBER. (1st Week.)

**1. BETTER STOP PLAYING THAN TO
OFFEND GOD.**

Many years ago there lived in Naples a little boy who always tried to please God. One day his companions began to amuse themselves with a play called, "the game of Oranges." Alphonsus, for that was his name, was asked to join, but excused himself on the plea that he did not understand the game. However, he was urged so much that at last he consented. Fortune favored him, and he won thirty times in succession. His success made his playmates jealous, and one of them exclaimed, in a rage; "It was you who did not know the game, was it?" adding, in his fury, a very vulgar expression. Alphonsus was deeply hurt by this reproach and turning to his companion, said, "How is this? shall God be offended for the sake of a few miserable oranges? Take them all back again!" and throwing on the ground all that he had won, he turned his back upon his companions and went to another part of the garden. When evening came, and the young people were about to return, he was nowhere to be found. They called him, but they called in vain, and as night was approaching, every one went to seek him. What was their surprise, when they discovered him on his knees before a picture of the Blessed Virgin, which he had brought with him and fastened

to the branch of a tree. He was so absorbed in his prayers that it was some time before he became aware of the presence of his playmates.

One who witnessed the scene, told it to the Redemptorist Fathers many years after it happened, adding, with tears in his eyes; "Alphonsus was a Saint even in his childhood."

Children, this little boy was the great St. Alphonsus Ligouri whom we all love and honor so much. (*Young Catholic.*)

[The preceding lesson, having been read in class with careful attention to the pronunciation, is to be *related* by the pupils on the following class-day.]

2. LE MÉDECIN PROTESTANT ET PIE IX.—Le St. Père visitait un jour l'hôtel de Saint Jean-de-Dieu. Quand tous se jetaient à genoux pour recevoir sa bénédiction, le saint vieillard aperçut à quelques pas un homme qui était resté debout, dans l'attitude d'un profond respect, mêlé d'un certain embarras. "Eh! dit le Pape, que n'approchez-vous aussi?—St. Père, c'est que je suis médecin protestant.—Médecin, reprit Pie IX, et qu'est-ce que cela fait? J'aime les médecins, moi, et leur dois même de la reconnaissance pour les soins qu'ils m'ont plus d'une fois donnés. Maintenant, vous êtes protestant? Eh bien! mon fils, contre qui protestez-vous? et pourquoi protestez-vous?" Et alors, il le bénit et s'éloigna sans attendre une réponse, qui n'aurait pu venir. Ces dernières paroles avaient particulièrement impressionné le docteur; contre qui et pourquoi. Enfin, elles revinrent à sa mémoire tant et si bien que, peu de jours après, il faisait son abjuration.

[The translation is prepared by being read in class, the Teacher aiding; it is afterwards written out by the pupils for the following class-day.]

3. NEGATIVE FORM OF THE VERB.

INFINITIVE MOOD. *Present.* Not to call. *Perfect,* Not to have called.

PARTICIPLES. *Present,* Not calling, *Perfect,* Not called, *Compound,* Not having called.

INDICATIVE MOOD,

Present Tense.

I do not call,
Thou dost not call,
He does not call,
We do not call,
You do not call,
They do not call.

Imperfect Tense.

I did not call,
Thou didst not call,
He did not call,
We did not call,
You did not call,
They did not call.

Perfect Tense.

I have not called,
Thou hast not called,
He has not called,
We have not called,
You have not called,
They have not called.

Pluperfect Tense.

I had not called,
Thou hadst not, &c.

First Future.

I shall not call,
Thou wilt not call,
He will not call,
We shall not call,
You will not call,
They will not call.

Second Future.

I shall not have called,
Thou wilt not, &c.

POTENTIAL MOOD.

Present Tense.

Signs ;— *May, can, must.*

I may not call,
Thou mayst not call, &c.,
or I cannot call,
Thou canst not, &c.,
or I must not call, &c.,

Imperfect Tense.

Signs ;— *Might, could, would*
should

I might not call, or I should
not, &c.
Thou mightst not, &c.

Perfect Tense.

Signs ;— *May have, can have,*
must have.

I may not have called—
or I cannot have called, &c.

Pluperfect Tense.

Signs ;— *Might have, &c.*

I might not have called,
Thou mightst not have called, &c.

Imperative Mood.

Let me not call,
Call not, or do not (thou) call,
Let him not call
Let us not call,
Call not, or do not (you) call,
Let them not call.

Oral Exercise.—Conjugate the following verbs in the Negative Form : Answer, *répondre* ; walk, *marcher* ; receive, *recevoir*.

(2d Week.)

4. THE PRAYERS OF LITTLE CHILDREN.

[*Narration.*]

Our dear Lord loves to hear the sweet voices of little children speaking to Him in their prayers. When a good innocent child prays, her prayers go up to Heaven quicker than the prayers of grown-up people.

God loves to speak to little children, and He has often spoken words to them that He would not speak to any body else. We see this in the story of Samuel, who became a great priest and prophet when he grew up to be a man.

This good little child lived with a very old priest, to whom Almighty God wanted to say something, but He would rather say it to the child, and let the child tell it to the priest. So one night when the little boy was fast asleep, God called him by name, "Samuel." This awakened him. He did not know that it was the voice of God ; but thought it was the priest, so he jumped out of his bed and went to him, saying : " Father, did you call me ? " The priest answered ; " No, my child, I did not call you ; go back to your bed and go to sleep," and the obedient boy did as he was told. In a little while he heard the same voice calling him again and again. Each time he went to the priest ; at last the priest said to him ; " Perhaps, my child, it is the voice of God which calls you ; so, if you hear it again say ; " Speak Lord for thy servant hears Thee." After a while he heard the voice again and he said what had been told

him. Then God spoke to this good boy and commanded him to tell the priest what he had heard. (*Young Catholic.*)

5. LA RÉPRIMANDE.—“Maman, dit Georgine, pendant que toute la famille était réunie au salon, ma tante est venue en votre absence. Je l'ai menée dans la serre pour voir mes fleurs ; ensuite, je lui ai récité la fable de la Cigale et de la Fourmi, et elle a trouvé que je dis fort bien les vers ; puis, je lui ai montré ma tapisserie, qu'elle trouve très-bien faite, puis....

—Mon enfant, il n'est pas bien d'occuper ainsi tout le monde de soi. Une petite fille modeste ne parle point des compliments qu'elle reçoit, d'autant plus qu'elle les doit presque toujours à l'indulgente bonté des personnes qui les lui font.”

6. Exercise on the Idioms.

[Translate by It is, *c'est*, *ce sont*, when used to mark in a more particular manner the person or thing pointed out ; also when *c'est* signifies *cela est* : as, *c'est votre sœur*—It is your sister. *C'est assez*—It or that is enough].

Est-ce vous ou votre sœur qui a écrit cette lettre ? C'est moi. Est-ce bien de faire cela ? Je pense que c'est bien.—Quelle leçon avons-nous aujourd'hui ? C'est la première. La seconde est-elle plus difficile ? On dit que c'est la plus difficile de toutes.—Sont-ce (Is it) vos amis qui vous ont conseillé de venir ? Oui, c'était l'avis de toutes mes amies. Quels sont les verbes que nous devons conjuguer aujourd'hui ? C'est d'abord le verbe *breathe* (respirer), ensuite le verbe *clothe*, (se vêtir). Est-ce à la forme négative ou affirmative ? C'est encore à la forme négative. C'est la plus difficile, et c'est à moi à commencer. C'est vrai, mais je ne vous plains pas ; ce n'est pas difficile pour vous de prononcer le *th*. Voilà neuf heures : j'ai besoin d'étudier,—n'est-ce pas ennuyeux ? Oh ! ce n'est pas bien d'appeler ennuyeux un exercice qui nous est si profitable.

ORAL EXERCISE.—To conjugate in the negative form the verbs, to breathe and to clothe, in the tenses of the Indicative mood only. To clothe is to be conjugated thus :

IND. PRES.—I do not clothe myself, than dost not &c.

With breathe, join some of the adverbs, *freely, heavily, necessarily*; or the phrases, *with difficulty, the morning air, a pure atmosphere, &c.*

(3d Week.)

7. SUMMER EVENING RECREATION.

[Dictation.]

When the lessons of the day are over, how pleasant it is to enjoy our recreations in the open air! Our teachers love to see us joining heartily in some merry game. Sometimes with laugh, and shout, and song, we clasp each other's hands and we dance round with speed. By-and-by, we take our turns in the swing, play at "Hunt the hare" or "Puss in the corner"; or, when weary with violent exercise, we gather round our dear Teacher and sit in the Arcade, or in the shadow of the pretty trees that adorn our play-grounds, while some one tells a pleasant tale, or reads aloud from an interesting book. At last, the sun declines, a bell warns us that the recreation is over; we return to our studies, preparing our lessons for the morrow. Are we not happy children! Happy, because we strive to do our duty, and only give up to play a proper portion of our time. Happy, if during our play we preserve a loving and gentle spirit, and endeavour by mutual forbearance to promote mutual enjoyment.

Selfishness is a dark cloud which too often obscures the bright days of childhood. Let us learn betimes to yield, to help each other, to practise endurance and self denial, lest having

too long indulged in selfish habits, we find it, in later years, too difficult a task to overcome them.

8. L'ÉPINGLE.

Lorsque M. Laffite vint à Paris, en 1788, toute son ambition se bornait à obtenir une petite place dans une maison de banque. Il se présenta chez M. Perregaux, riche banquier. Le jeune provincial, pauvre et modeste, timide et troublé, fut introduit dans le cabinet du banquier et présenta sa requête.

"Impossible de vous admettre chez moi, du moins pour le moment, lui répond M. Perregaux ; mes bureaux sont au complet. Plus tard, si j'ai besoin de quelqu'un, je verrai ; mais, en attendant, je vous conseille de chercher ailleurs, car je ne pense pas avoir de longtemps, une place vacante."

Ainsi éconduit, le jeune solliciteur salue et se retire. En traversant le cour, triste et le front penché, il aperçoit à terre une épingle, la ramasse et l'attache sur le passément de son habit. Il était loin de se douter, que cette action toute machinale devait décider de son avenir.

Debout, devant la fenêtre de son cabinet, M. Perregaux avait suivi des yeux la retraite du jeune homme ; le banquier était de ces observateurs qui jugent le caractère des hommes sur ces détails, futiles en apparence et sans portée pour le vulgaire.

9. Exercise on the Idioms.

[The pupils will observe, that the pronoun *le*, not used for a substantive, is superfluous in translating, and must be omitted. Also, in English, the pronoun must not be used in the same part of the sentence as the noun for which it stands.]

Votre sœur est-elle occupée ? Oui elle l'est.—Votre papa est-il malade ? Non, il est très-bien.—Ces petites images sont-elles à vous ? Pourquoi voulez-vous le savoir ? Je vous le dirai cependant ; elles sont à moi.—Cette maison est-elle habitée ? Non elle ne l'est pas.—Voilà une récompense pour

vous ; en êtes vous contente ? Certainement je le suis.
Translated.—Is your sister occupied ? Yes she is, &c.

Pupils may compose sentences with the following words :

The day, *le jour* ; — the night, *la nuit* ; — mid-day, *midi* ; — midnight, *minuit* ; — morning, *le matin* ; — evening, *le soir* ; — to-day, *aujourd'hui* ; — yesterday, *hier* ; — the day before yesterday, *avant-hier* ; — the day after to-morrow, *après-demain* ; — a week, *une semaine* ; — a month, *un mois* ; — a year, *une année* ; — a moment ; — an instant ; — a minute.

(4th Week.)

10. THE BAPTISM OF A BELL.

[Dictation.]

It is a pretty sight to see a bell surrounded by tapers and clothed in white, like a child about to be baptized. It is anointed, then there is singing, after which the bell is interrogated, and it replies by a little stroke within, that it is a Christian and wishes to ring for God. For what besides ? for it answers twice. For all holy things of earth ; for birth, for death, for prayer, for sacrifice, for the just, and for sinners. In the morning it will announce the break of day, in the evening its decline.— “ As the bell of Heaven, I will ring the Angelus ; and the holy hours when God is to be praised ; at the strokes, pious souls will pronounce the name of Jesus and Mary, or of some well-loved Saint ; their looks will be turned heavenward, or in some church their hearts will melt away in love.

11. L'ÉPINGLE (suite).—M. Perregaux avait vu ramasser l'épingle, et ce trait lui fit plaisir. Dans ce simple mouvement il y avait pour lui la révélation d'un caractère, c'était un gage d'ordre et d'économie.

Le soir même, le jeune Laffite reçut un billet de M.

Perregaux, qui lui disait : " Vous avez une place dans mes bureaux ; vous pouvez l'occuper dès demain." —

Le banquier ne s'était pas trompé, le jeune homme à l'épingle, possédait toutes les qualités requises, et même quelques-unes de plus. Le jeune commis devint bientôt caissier, puis associé, puis député et homme d'Etat bien influent, et enfin président du conseil des ministres.

Ce que M. Perregaux n'avait pas prévu sans doute, c'est que la main qui ramassait une épingle, était une main généreuse jusqu'à la prodigalité, quand il s'agissait de faire du bien ; une main toujours ouverte, toujours prête à répandre l'or pour secourir d'honorables infortunes. Jamais la richesse ne fut mieux placée, jamais homme n'en fit un plus noble usage.

12. Exercise on the Idioms.

[Certains verbes réfléchis se traduisent en anglais par le passif. Ex. Comment se nomme cela ? How is that called ?

Les phrases où se trouve le pronom *on* se rendent aussi, le plus souvent, par le passif. Ex. On nous promet une récompense. A reward has been promised us.]

———On n'entend plus parler de cette demoiselle.—On vous aime beaucoup, je le vois.—Parle-t-on anglais ici ? Certainement, y a-t-il rien de plus agréable ?—Vous croyez qu'on ne nous entend pas, mais vous vous trompez.—Est-ce qu'on n'écoute pas la maîtresse aujourd'hui ? Oui, mais il y a du bruit dehors. On vous a dit de ne pas vous en occuper.—Comment fait-on cela ? On le fait ainsi.—Que dit-on de moi ? C'est une question un peu indiscrete. On dit que vous n'aimez pas la classe anglaise. On se trompe car je l'aime autant que vous.—Y a-t-il un autre exercice à écrire ce matin ? Non, mais il y a des leçons à apprendre. Eh bien ! étudions ; à force d'étudier on devient savant.

Oral Exercise.—The pupils conjugate negatively and affirmatively the following verbs, in the tenses of the Indicative mood only.

To trace.....	<i>Tracer.</i>	To buy.....	<i>Acheter.</i>
To hinder.....	<i>Empêcher.</i>	To sell.....	<i>Vendre.</i>
To deny.....	<i>Nier.</i>	To admire.....	<i>Admirer.</i>

OCTOBER. (1st Week.)

13. Letter;—after the *Retreat*—enclosing your certificate, the first of the year. Tell how the retreat passed—what you are doing in your classes—how you are advancing in English—in French—what you are learning in Music. Say if your teachers are well—if they are kind to you—if you have pleasant recreations, &c. Mention any local news which you think can interest the family at home. In other words, fancy you receive a visit from the person to whom you are writing,—think what you would say—what questions you would ask—what inquiries they would make;—your letter should embrace the same or similar topics. If you write to one of the family only, do not forget to mention, with some kind message, each of the other members.

14. [Instead of a translation, in regular form, this week, render an account of one of the *Sermons of the Retreat—at your choice.*]

15. [Write sentences including the following verbs in the present or the imperfect of the Indicative. Vary the pronouns as well as the *form* of the verb.]

To do something, *faire*;—to undo, *défaire*;—to go away;—*s'en aller*;—to make haste, *se hâter*;—to rise, *se lever*;—to awake, *s'éveiller*;—to go, to come near, *s'approcher*;—to sit down, *s'asseoir*;—to go to bed, *se coucher*;—to be sleepy, *s'endormir*.

To amuse oneself, to take pleasure, to enjoy oneself, to find amusement, *s'amuser*.

(2d Week.)

16. THE INDIAN CHIEF.

[*Narration.*]

Bishop Odin, the learned, intrepid Prelate of Texas, was one day traversing the vast soli-

tudes of his diocese on horseback. Suddenly a savage tribe appeared on the horizon, and two horsemen separated themselves from the rest, and advanced towards the group which accompanied the missionary priest. After a moment of terror, they perceive with joy that the intentions of the Indians are peaceful; grief is impressed on their faces, and one of them, approaching, says :

" Black-Gown, the Great Chief is ill ; come and see him." In fact, the Bishop knew him. They set forward on their journey ;—the old savage received the Bishop with joy.

" You are come ; you are good."—

" I came because I love you." What are you thinking of ?—" I am going to die."—And you wish to live happy with the Great Spirit ?—" Yes."—" Then I must wash your head !"—Well, wash my head, and let me belong to your prayer"—After some short and precise words in order to instruct the old man, the Bishop added. " More than this, you must forgive." Now the old man was dying of a wound made by the poisoned arrow of an enemy!—"Forgive? Never!"—The persuasions of the Bishop were all in vain. Hours passed away ; death was approaching. At length, the holy Prelate drawing his crucifix from his breast, and presenting it to the dying man, said :—" Do you see the Son of the Great Spirit ? He did nothing but good ; they killed Him, and before dying He forgave !" The eyes of the old man remained, for a moment, fixed on the holy image ; a long sigh issued from his chest, and drawing the divine crucifix towards him with his two hands, he said :—" And did He forgive, Black-

Gown? Did He forgive? "Yes."—"With a lip?" (Sincerely).—"With a lip?" "Well, call the tribe."—The savages came, and stood in silence around the mat of the Great Chief; and he, making an effort to raise his voice, said: "You all know that my hand was prompt and strong against my enemies, but for the love of the Great Spirit and of His Son, I forgive;—and I forbid you to avenge my death."

He died the moment after he had received the holy waters of Baptism. (*Ave Maria.*)

17. MOZART.

Mes enfants, si vous connaissez déjà le nom de Mozart, c'est un nom que vous aimez; car sa douce et touchante musique est si facile et si pure que les enfants mêmes peuvent l'entendre. Si vous ne le connaissez pas encore, gravez-le bien dans votre mémoire; vous lui devez les heures les plus enchantées de votre vie. C'est l'auteur de *Don Juan*, de la *flûte enchantée*, des *Noces de Figaro*, de la *Clémence de Titus*, et d'une foule de symphonies qui ne le cèdent qu'à celles de Beethoven. Comme auteur de musique dramatique, Mozart est resté et restera probablement sans égal. Il est en même temps le plus correct et le plus inspiré des artistes. La passion chez lui est rêveuse, sans être désordonnée; il émeut l'âme profondément, et ne la trouble jamais. Né à Salzbourg, en 1756, il mourut en 1791, à l'âge de 36 ans. Que d'autres, à cette âge, n'ont encore rien fait de la vie! Il avait rempli la sienne de chef-d'œuvres. La messe de *Requiem*, à laquelle il travaillait encore quelques moments avant sa mort, est d'une beauté accomplie. Elle fut exécutée pour la première fois à ses funérailles.

18. Exercise.

[A or an is used in English before the names of *trades, professions, &c.*, also for the *nation*, in the singular; as, I am a Canadian; Her father is a physician, &c.]

Cette dame est-elle italienne ? Non, elle est irlandaise, et son amie est américaine.—Qu'est votre frère ? Il est avocat mais je pense qu'il sera prêtre—Je suis élève des Ursulines.—Ce monsieur est espagnol ; il est bon catholique.—Cette écossaise est-elle de vos parentes ? Oui, elle l'est.

Form sentences with the following verbs. — To want, *avoir besoin* ; — To teach, *enseigner* ; — To obey, *obéir* ; — To answer, *repondre* ; — To forgive, *pardonner* ; — To hurt, *faire mal*.

(3d Week.)

19. ANECDOTE OF POPE GREGORY XVI.

[Narration.]

In 1841, Gregory XVI. received a visit from a distinguished non-Catholic who had just been within Saint Peter's for the first time. "Well," said the Pope in the course of conversation, "what do you think of the gigantic edifice of St. Peter's?" "I must confess," replied the visitor, "that the exterior of this colossal edifice frightened rather than pleased me; but when I entered and passed some time within that sanctuary, I was enchanted with all I saw."

"Ah!" said the Pope, that is precisely what I am constantly preaching! Enter the Church, in place of standing at the door, and you will find every thing to delight the heart. (*Ave Maria.*)

20. L'ABEILLE.

L'abeille nous donne le miel et la cire. Elle aime la chaleur; elle s'engourdit au moindre froid, et elle ne peut vivre qu'en société. Elle est armée d'un dard très-aigu. Ce dard lui sert pour piquer ceux qui l'irritent. Un homme ou un animal perdrait la vie s'il était piqué à la fois par un grand nombre de ces aiguillons qui

restent presque toujours dans les plaies. L'abeille dégorge le miel dans les cellules où elle habite, elle en fait sa nourriture pendant l'hiver, alors qu'elle ne peut plus aller butiner le suc des fleurs. Mais le *frelon* paresseux, qui aime à vivre du produit du travail des autres, dérobe de temps en temps le fruit des travaux de l'insecte laborieux, et s'attire par là la colère des abeilles, qui se battent avec le brigand et le chassent des ruches où il a osé s'introduire.

Quand une ruche est surchargée d'abeilles, un essaim la quitte, et va établir ailleurs une colonie qui ne tarde pas à devenir florissante. Les abeilles ont une reine; si elle meurt, ces intelligents animaux interrompent leurs travaux, tombent dans la tristesse et se laissent consumer par la faim. Mais, dès qu'on leur donne une nouvelle reine, la joie éclate de toutes parts, et les occupations ordinaires de la ruche reprennent une activité incroyable.

21. INTERROGATIVE FORM OF THE VERB.

Infinitive. To take. *Perfect,* To have taken.
Present Participle, Taking. *Past,* taken. *Compound,* Having taken.

INDICATIVE.

Present.

Do I take ?
Dost thou take ?
Does he take ?
Do we take ?
Do you take ?
Do they take ?

Imperfect.

Did I take ?
Didst thou take ?
Did he take ?
Did we take ?
Did you take ?
Did they take ?

Perfect.

Have I taken ? &c.

Pluperfect.

Had I taken ? &c.

First Future.

Shall I take ? &c.

Second Future.

Shall I have taken ?

POTENTIAL MOOD.

Present.

May I take ?
Mayst thou take ? &c.
(Can, must.)

Imperfect.

Might I take ? &c.
(could, should, would.)

Perfect.

May I have taken ? &c.

Pluperfect.

Might I have taken ?

There is no Imperative in the Interrogative form, for we

do not *ask* a question when we *command*; and the Future is used to *entreat*.

N. B. In answering a question, as well as in affirming the contrary of what is asserted we often use

THE EMPHATIC FORM.

That is to say, the verb is conjugated with *do*; it extends only to the present and imperfect of the Indicative; as,

Present.

I do study,
Thou dost study,
He does study,
We do study,
You do study,
They do study,

Imperfect.

I did study,
Thou didst study,
He did study,
We do study,
You do study,
They do study.

We also say in the *Imperative*, Do study, or do you study.

(4th Week.)

22. THE CANDIDATE FOR THE CROWN OF
HONOR.

[*Dictation.*]

I know a crown which the wearer always finds light; it is the only one perhaps that never makes the head ache! It is a simple crown of flowers; a wreath of daisies, daffodils and forget-me-nots, with a bright rose-bud or two;— nothing more, but it is the Crown of Honor.

This crown is for Angela; for she is gentle, obedient, pious, and generous. She always thinks first of others, and last of herself. She never suffers herself to be betrayed into angry looks or speeches; her word may always be relied upon; and while she takes care to learn her lessons thoroughly, she is willing enough in leisure hours to share in the sports of her companions. Therefore every body loves her. Such a char-

acter, indeed, is sure to command esteem. Even the wicked cannot help admiring the beauty of goodness, just as the blind feel the sunshine when they do not see it; and the wildest girl in the school will refrain from teasing Angela. It is because she is gentle, pious, and unselfish that she will wear the Crown of Honor; who is there that would not willingly find some flowers to weave in the garland?

23. LES COUSINS.

La famille Legentil se promenait au bord du ruisseau qui bornait le jardin. Norbert, l'ainé des enfants; lisait, tandis que Georges et Mélanie cueillaient des fleurs dont leur mère faisait un bouquet.

Georges, qui s'était penché pour tâcher d'avoir un beau trèfle d'eau, resta immobile en regardant l'eau avec attention.

“ Qu'y a-t-il donc là, mon enfant, que tu es si attentif ?

— Oh ! papa, c'est quelque chose de bien singulier ! Ma sœur ! vois-tu monter à la surface de l'eau ces petits grains qui ressemblent à de l'avoine ? Regarde, ils s'agitent, et plongent pour surnager bientôt.

— Observez bien attentivement ce phénomène, mes enfants ; il est extrêmement curieux.

— Voilà un des grains qui se fend, dit Mélanie, et quelque chose en sort.

— On dirait une tête d'insecte, ma sœur.

— N'agitez pas l'eau, enfants, car ces petits grains, comme vous les appelez, qui tout-à-l'heure étaient plongés sans inconvénient, seraient submergés et noyés si elle entraient dans la coque ouverte, et ils ne remonteraient plus à la surface.

24. Exercise on the Idioms.

{Il est (pro. imp.) *It is.* — Il y a, — y-a-t-il ? *There is, there, are. Is there, are there ?* If, *Il y a*, relates to time, it is

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often expressed by *ago*, or it is superfluous; as, *Mon oncle est mort il y a trois ans. My uncle died three years ago; or, He has been dead these three years.* In many cases, *Il y a*, is rendered by *It is*; as, *Il n'y a qu'un an; It is only one year.* *Il y a longtemps; It is long since.*]

Est-il huit heures? Il est presque huit heures et demie. Est-il facile d'écrire l'anglais correctement? Pas toujours; il est nécessaire de faire attention, car il y a beaucoup d'idiotismes.—Fait-il beau aujourd'hui? Voyez vous-même s'il y a apparence de beau temps. Le ciel est couvert de nuages.—Y a-t-il (is it) longtemps que vous n'avez reçu de nouvelles de chez vous? Il n'y a que quelques jours.—Quelle distance y a-t-il d'ici à Manitoba. Je ne sais au juste, mais je crois qu'il il y a au moins 600 lieues.—Qu'y a-t-il dans cette boîte? Il y a un remède pour la curiosité. Est-il nécessaire que vous en preniez souvent? J'en aurai toujours assez pour mes voisines.—Y a-t-il plusieurs thèmes dans ce livre? Oui, je vois qu'il y en a beaucoup.

Pleut-il ce matin? Non, il fait froid, je pense qu'il y aura de la neige. Combien de jours y a-t-il maintenant pour le jour de l'an?

[Let the pupil continue this exercise, composing her own sentences.]

NOVEMBER. (1st Week.)

25. THE VIRGIN OF SALETTE.

[Narration.]

A few years ago a very wonderful thing happened on a high mountain in France, called La Salette. Many people in the country were very bad; they used to swear and blaspheme the holy Name of God, and they did not keep Sunday holy. One day the dear Blessed Virgin Mary, Our Lady, the Mother of Jesus Christ, was seen on this hill. The light of Heaven shone around her; she came with tears in her eyes, to tell the people that if they did not

repent of their sins, God would send horrible punishments upon them ; and to whom do you think the Blessed Virgin spoke ? Perhaps to some great or very learned men—not at all. She spoke to two little children who were guarding their flocks on the hill ; and she bade them take this message to the people.

In the Pyrenees, at the other extremity of France, Our Blessed Lady again appeared in 1858, shortly after the final definition of the dogma of the Immaculate Conception. On this occasion it was to a simple shepherd-girl, Bernadette Soubirous, that the Queen of Heaven, in answer to the child's inquiries, said :—" I AM THE IMMACULATE CONCEPTION," and while she spoke the ecstatic look of the young girl, her heaven-inspired countenance, told the multitude around her, that celestial secrets, hidden from them, were revealed to the soul of the humble and poor in spirit ;—such was Bernadette.

To confirm the heavenly vision, a miraculous fountain gushed from the earth. These waters are still flowing, and healing ; while upon the rocky summit of the Grotto where our Lady deigned to appear, rises a magnificent church, to which pilgrims resort, after drinking of the Fountain, and venerating the spot sanctified by the presence of the Mother of God.

O, how much should we cherish in our hearts the simplicity and innocence which won for these favored children the happiness of beholding during, their mortal life, the face of our Blessed Mother, the Immaculate Queen of Heaven !

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ORAL EXERCISE.—Conjugate the following verbs in the tenses of the Potential mood, interrogatively :

To begin.....	<i>Commencer.</i>	Model. May I begin to read ?
To blow.....	<i>Souffler.</i>	Mayst thou, &c.
To break.....	<i>Briser.</i>	Can I blow out the candle ?
To bring.	<i>Apporter.</i>	Must I break the rule ?
		Must I bring my book to class ?
		Must thou bring the book, &c.

26. LETTER ON THE EVENTS OF THE MONTH.

A pupil from a distance, undertakes to describe Notre-Dame-de-Grâce, and its surroundings. She mentions the length of the building, (120 feet)—its height (five stories, including the basement and attic-story) —the Recreation halls,—the refectory,—the class-rooms, separated by a long passage, that occupy the second story—the large dormitories and wardrobe in the third and fourth story.—The view from the dormitory windows ;—The play-grounds, with the summer-houses, swings, &c., not forgetting the arcade, the garden-plots, &c.

27. LES COUSINS, (*suite.*)

—C'est vraiment bien une tête, continua Georges, qui observait toujours ; je vois même une partie du corselet de l'insecte.

—Le reste du corps sort peu à peu, papa ; et à mesure, il se dresse comme un mât dans la petite nacelle que forme la coque !

—C'est un insecte qui n'a pas d'ailes !

—Ni de pattes, non plus. Quel singulier animal !

—Ah ! voilà la petite nacelle avec son mât qui voyage. Papa, comment l'insecte a-t-il pu sortir de sa gaine sans pattes ni ailes ?

—Mon enfant, Dieu a donné à chaque être des facultés nécessaires à la conservation de son existence : celui-ci

allonge et contracte successivement son petit corps, et parvient ainsi à sortir de sa coque."

Georges, en cueillant une touffe de myosotis, agita l'eau, et une partie des nacelles avec leurs mâts amirés chavirèrent.

" Quel dommage ! s'écria Mélanie, pauvres petites bêtes, sont-elles perdues pour toujours ? — Oui, ma fille. Cet animal, dont l'œuf se développe dans l'eau et y subit toutes les métamorphoses, ne peut en supporter le contact pendant la courte phase de son existence à laquelle vous assistez ; mais le malheur n'est pas grand, car ces animaux là se multiplient dans une proportion effrayante : ils font cinq ou six pontes par an, et chaque ponte de deux ou trois cents œufs. Il restera toujours assez de ces petites nacelles vivantes.

(2d. Week.)

28. ANECDOTE OF PETER THE GREAT.

[*Dictation and narration.*]

While Peter the Great was travelling in Holland, in his usual incognito style, he stopped at an inn on the road for refreshments. He was shewn into a room with a large picture hung at the upper end : it was a portrait. As he sat at his meal, he observed the landlord look several times from him to the portrait, and from the portrait to him, with a kind of comparative scrutiny. " Whose picture is that ? " inquired the emperor. " The Ozar of Muscovy," replied the man ; " it was brought to me from Paris, and every body says it is his very self. And I was thinking it is very like you, Sir." Peter made no answer to the latter observation ; but affecting to eat his dinner with too keen an appetite to hear distinctly, finished in a few

minutes, and paid his reckoning as an ordinary traveller ; then, sending the landlord out of the room on some excuse, he took a knife from his pocket, and cut the head from the shoulders of the portrait, and put it under his over-coat. Placing a large sum of money on the table, more than sufficient, he thought, to pay the damage he had done, he immediately, before the mischief was discovered, took his departure in his humble equipage. (*Trav. in Scot*)

[*The pupils might tell in writing, what they suppose to have been the motive of this act, and also what effect it had upon the landlord.*]

29. LES COUSINS (*suite et fin.*)

Ah ! dit Georges ; en voilà un qui allonge deux pattes fines comme des cheveux.

— Et moi je vois deux autres pattes qu'il pose sur l'eau sans les y enfoncer ; il ne craint donc plus de se noyer, papa ?

— Non, tout danger est passé maintenant pour lui.

— Le voilà qui étale ses ailes au soleil, sans doute pour les faire sécher ; il les agite comme s'il voulait s'envoler. Il faut que j'en prenne un avant qu'il en fasse usage afin de connaître quel insecte ce peut être. Le voilà avec ses yeux verts à reflets rouges et ses antennes qui ressemblent à des petites plumes. Il a six pattes, tiens ! Il allonge sa trompe, comme s'il voulait me piquer."

Norbert, qui s'était approché des deux petits observateurs, partit d'un éclat de rire. " Ce fameux animal que vous admirez tant, dit-il, est tout bonnement un cousin que vous vous empressiez de tirer après vous être attendris sur son berceau."

30. PROGRESSIVE FORM OF THE VERB.

[*The progressive form denotes an action that is going on at the time indicated. A verb is conjugated in this form*

by annexing the present participle to the different moods and tenses of the verb to be.]

INFINITIVE MOOD. *Present.* To be speaking. *Perfect.* To have been speaking.

INDICATIVE MOOD.

Present.

I am speaking,
Thou art speaking,
He is speaking,
We are, &c.

Imperfect.

I was speaking,
Thou wast, &c.

Perfect.

I have been speaking,
Thou hast, &c.

Pluperfect.

I had been speaking,
Thou hadst, &c.

1st. Future.

I shall be speaking,
Thou wilt, &c.

2d Future.

I shall have been speaking,
Thou wilt, &c.

POTENTIAL MOOD.

Present.

I may—can—must be speaking,
Thou mayst, &c.

Imperfect.

I might—could—would—should
be speaking,
Thou mightst, &c.

Perfect.

I may have been speaking,
Thou, &c.

Pluperfect.

I might have been speaking,
Thou, &c.

SUBJUNCTIVE MOOD.

Present.

If I be speaking.

Imperfect.

If I were speaking.

IMPERATIVE MOOD.

Let me be speaking.

[The following words will suggest the idea of a *walk* in the fields ;—
form your sentences with this in view,—it will be almost a *composition*.
Use the progressive form as often as you can with propriety.]

Fields, *champs* ; path, *sentier* ; hill, *colline* ; bower,
berceau ; orchard, *verger* ; harvest, crop, *récolte* ; lake,
lac ; rivulet, brook, *ruisseau* ; oak, *chêne* ; maple, *érable* ;
beech, *hêtre* ; trunk, *tronc* ; bark, *écorce* ; leaves, *feuilles* ;
branch, bough, *branche*, *rameau* ; blossom, *la fleur* ;
fruit ; meadow ; road, *chemin* ; fence, *clôture*.

(3d Week.)

31. HOSPITALITY OF THE HIGHLANDERS.

[*Dictation or Narration.*]

An extraordinary instance of incorruptible fidelity occurred in the course of the miserable rambles of the Pretender. A poor cottager, of the name of McIvan, who was upon principle hostile to his cause, and who, on account of a severe season, was, with his family, in a state of starvation, received the wretched wanderer, and at the hazard of his life committed depredations to procure him sustenance, when an immense reward lay within his reach, and a powerful temptation invited him to surrender up his guest.

Another instance of the integrity of the Highland character is related.—One day after the hapless wanderer had walked from morning to night, without having taken any food, he ventured to enter a house, the owner of which he knew, was hostile to his views. As he entered, he addressed the master of the house in the following manner: “The son of your king comes to beg a little bread and a few clothes. I know your present attachment to my adversaries; but I believe you have sufficient honor not to abuse my confidence; nor to take advantage of my distressed situation. Take these rags, that have, for some time, been my only covering. You may probably restore them to me one day, when I shall be seated on the throne of my ancestors”—This affecting appeal awakened pity in the breast of the owner of the house, who

afforded him all the assistance in his power, and never divulged the secret. (*Trav. in Scot.*)

32. LA PRESENTATION DE LA B. V. M.

La Sainte Vierge était à peine âgée de trois ans lorsqu'elle pria ses parents de la renfermer dans le temple, selon la promesse qu'ils en avaient faite au Seigneur. Au jour convenu, cette jeune vierge immaculée part de Nazareth avec Saint Joachim, et Sainte Anne, accompagnés d'une troupe d'anges qui font cortège à l'Enfant bénie destinée à être la Mère de leur Créateur.

Cette sainte compagnie étant arrivée au temple de Jérusalem, Marie se tourne vers ses parents ; elle s'agenouille à leurs pieds, leur baise les mains et demande leur bénédiction : ensuite sans plus regarder en arrière, elle monte les degrés du temple ; elle dit un parfait adieu au monde et à tous les biens qu'il pouvait lui donner, et elle s'offre et se consacre entièrement au Seigneur. Dès lors la vie de Marie dans le temple ne fut qu'un exercice continuuel d'amour et d'offrande de toute elle-même à son Dieu. Elle croissait à chaque heure ou plutôt à chaque instant dans les saintes vertus, aidée à la vérité de la grâce divine, mais aussi s'appliquant constamment à y correspondre de toutes ses forces.

La prière fut donc toute l'occupation de Marie dans le temple. Voyant le genre humain perdu et dans la haine de Dieu, elle demandait principalement la venue du Messie, désirant alors être la servante de cette vierge fortunée qui devait être mère de Dieu. Oh ! si quelqu'un lui eût dit alors : O Sainte Vierge ! sachez que par vos prières le temps est abrégé, auquel le Fils de Dieu doit venir racheter le monde ; sachez que vous êtes la vierge bénie, choisie pour être la mère de votre Créateur. (St. Alph. de L.)

33. Exercise.

[*Aimer, trouver agréable, se rend par, to like, to delight in, to have an inclination for, to be fond of, to have a fancy for, to fancy. Aimer mieux,—to prefer, to like better.—*

J'aime qu'on prenne de la peine.—Elle aime à se promener, mais elle n'aime pas à travailler.—Aimez qu'on vous conseille ; et non pas qu'on vous loue.—J'aime mieux lire que jouer.—N'aimez vous pas l'anglais ? Je ne l'aime pas autant que le français.—Elle aime sa chère personne.—Aimeriez-vous à écrire un autre exercice ? Je ne voudrais pas en écrire deux le même jour.—Laquelle de ces deux montres vous appartient ? Celle-ci est à moi ; celle-là est à ma sœur ;—laquelle préférez-vous ? J'aime celle-ci autant que celle-là. Avez-vous aimé le chant à la messe hier ? Oui, je l'ai trouvé tout-à-fait de mon goût.

[Let the pupils add sentences (in English) of their own : they may find a subject in the preceding lesson :—Hospitality of the Highlanders.]

ORAL EXERCISE.—Conjugate in the progressive form (ind. mood. only,) the following verbs:—

To drink, — to drive, — to dwell, — to eat, — to grow.

boire, . mener, demeurer, manger, grandir, croître.

(4th Week.)

34. ST. TERESA.

[*Dictation, or Composition.*]

Long, long ago, there lived in ancient Spain
A little maiden, innocent and fair,
Her gentle virtues brightened her dear home,
And the pure angels loved to linger there ;

And God himself looked down with tender love
Upon that little child of seven years ;
And she, returning gladly love for love,
One favor asked with prayers, and sighs, and
[tears.]

"If I could die for thee, dear Lord," she said ;
Could give my life for thee, as thou for me,
Then would my heart at last be filled with joy
I beg this favor, dearest Lord, of thee."

And to her brother she would sometimes say,
“ There is a land, far, far away from here,
Where they make martyrs ; Oh, if we could go !
Shall we not seek that land, my brother dear ? ”

And he consenting, they prepared to go,
Rejoicing that at last their hope is near ;
All unobserved they leave their pleasant home,
Nor breathe their plans of love to any ear.

With joyful steps they journey on, and on,
Beguiling time by many pleasant ways,
Bidding the little birds to join with them
In singing unto God a hymn of praise.

At length the little feet grow tired and worn,
And 'neath a pleasant tree they sit them down,
And loving sleep unfolds them in her arms,
And gives them dreams of palms and martyr's
[crown.

But while they sleep a friend is passing by,
Who sees the little ones, and begs to know
Why they are wandering far away from home,
And why so unprotected thus they go.

With childlike confidence they tell him all,—
And he with reverent awe the story hears ;
For in the would-be martyrs of to-day
Full well he sees the *saints* of future years.

Gently he tells them they must wait God's time,
That one can die of love a daily death—
He bids them turn their faces towards their home,
And to remember what the good God saith,

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Of honor unto parents. Sweetly thus
The little ones their plans and hopes resign,
And with obedient footsteps seek their home,
To love and pray—to watch and wait God's time.

[The pupils will take pleasure in writing out this little story in their own language.

To learn it by heart, would be a suitable reward for three or four who have kept the first places during the month—and perhaps some others deserve it also.]

35. LES FRANCS.

Les Francs, nos ancêtres, étaient un peuple fier et intrépide ; leur taille était élevée ; il étaient également adroits et robustes. Leurs yeux étaient d'un bleu azuré ; leurs cheveux étaient blonds.

Les Francs ne laissaient point pousser leur barbe, et se rasaient entièrement le visage ; ils gardaient seulement deux longues moustaches, qui leur tombaient de chaque côté de la bouche ; ils coupaient leurs cheveux d'assez près.

Le roi et les enfants des rois avaient seuls le droit de porter les cheveux longs ; on les reconnaissait à cette marque ; c'était comme leur couronne. Quand on voulait empêcher un prince de régner, on lui coupait les cheveux ; on semblait le dépouiller ainsi de tous ses droits ; il ne pouvait plus commander, et personne ne devait lui obéir.

Les Francs étaient très-redoutables dans les combats. Quand le moment de la bataille était venu, ils étaient terribles à voir ; leurs yeux semblaient lancer des flammes ; ils paraissaient insensibles aux coups qu'on leur portait ; et souvent, après avoir reçu plusieurs graves blessures, ils restaient debout et combattaient encore.

Dans ce temps-là, on ne connaissait pas les armes à feu ; on combattait avec l'épée, avec le javelot, avec la lance, et chaque guerrier portait au bras gauche un bouclier pour parer les coups.

DECEMBER (*1st Week.*)

36. LETTER TO PARENTS.

[Children away from home need never be at a loss for a subject, when writing to their friends. Incidents, trivial in themselves, will have an interest for your relatives, from the moment that you have been engaged in, or affected by them. You can also make an allusion to anything that has happened in the family,—taking part in any joy or sorrow, any accident or amusement ; such allusions prove that you do not forget the “dear ones at home.”]

37. MODEL OF A LETTER.

[*To be read in class and commented upon.*]

My own dear Mother,

I have been away from you for a whole week ; only think of it ! and in all that time have heard from you but once. I am so seldom out of your sight, that a days absence seems a long time ; and if I do not hear from you, I imagine at once that you must be ill. I know how foolish it is ; but I cannot help it,—though I try to banish all such thoughts, it is with poor success.

Mrs. Hamilton is exceedingly kind and fully appreciates my feelings. She does all in her power to make my time pass agreeably, and I am ashamed of myself for feeling so homesick amid such good friends. But enough of such egotism. Now let me tell you how I spend the day here. Oh ! how delightful it would be, if dear Mother could be here to enjoy it with me !—We rise at five o'clock every morning, and, after making our toilet, we walk for an hour, then return to breakfast ; after which we seat ourselves with needles in hand, while one of us reads some entertaining work of history, which Mrs. Hamilton explains to us, thus making very interesting what would otherwise be very dull.

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We then take an early dinner, and when the heat of the day is past, we call upon the sick and poor of the neighborhood, to whose wants Mrs. Hamilton takes upon herself to administer, and she has thus become beloved by them all. Our evenings are spent at the piano and harp. I am somewhat consoled for my absence from you, by the delight with which I know you will witness the very great improvement in my health ; and were it not for this, I should be tempted to request you to send for me home. Even as it is I can not stay from you much longer. I must close this letter of complaints, which I fear will not please you. Let me hear from you frequently and thus, in a manner, console me for my absence from you ;

And believe me, dear Mother, ever

Your loving daughter.

38. LES FRANCS, (*suite*)

Les Francs avaient en outre une hache dont le manche était très-court et le fer très-acéré, et qu'on appelait francisque. En commençant le combat, ils lançaient cette hache à l'ennemi, soit contre son bouclier soit au visage ; puis, tout-à-coup, bondissant comme des tigres, ils s'élançaient l'épée à la main sur l'ennemi qui, blessé au visage, ou embarrassé par la hache enfoncée dans son bouclier, avait peine à se défendre.

Les Francs étaient aussi généreux que braves ; ils avaient beaucoup de respect pour les femmes et les traitaient avec une grande courtoisie. Leur loi, qu'on appelait la loi salique, ne permettait pas aux filles des rois d'hériter de la couronne. Le royaume des Francs, disaient-ils, ne doit pas tomber de lance en quenouille. Cette loi subsiste encore en France.

Ce mot *lance*, désigne les hommes, parce que dans cette nation, tous les hommes portaient les armes ; le mot de *quenouille* désigne les femmes, parce que toutes les femmes travaillaient et filaient la laine, les princesses et les reines comme les autres.

39. Exercise on the Tenses.

[The Imperfect tense in English is used for the French *imparfait*, and *prétérit défini*.]

Que faisiez-vous hier pendant que la maîtresse expliquait la leçon ? J'écoutais. Je vous croyais malade. Je n'étais pas malade, mais j'étais très-fatiguée.

Où étiez-vous ce matin pendant la messe ? J'étais à côté de vous ; est-ce que vous ne m'avez pas vue ? Je ne vous ai pas vue ; autrement je ne vous aurais pas fait cette question.

Que fîtes-vous hier pendant mon absence ? Nous fîmes deux fois le tour du jardin.

[The pupil may continue these exemples while conjugating in the imperfect tense, the following verbs, joining the adverbs of time as required.]

To come, *venir* ;—behold, *voir* ;—to find, *trouver* ;—to feel, *sentir* ;—to forget, *oublier* ;—to give, *donner* ;—to think, *penser* ;—to fall, *tomber*.

(2d Week)

40. MADAME DE LA PELTRIE.

[Narration.]

There are few more charming characters in our history than that heroic young widow, Magdalen de Chauvigny, who, on the death of her husband the Sieur de la Peltrie, turned away from all the attractions of the world, and braving the opposition of her family, bade adieu to France, in order to devote herself and her wealth to the cause of the Missions in Canada. She was the friend, the assistant, the companion of our beloved Mother, Mary of the Incarnation, in founding the Monastery of Quebec, when all the country around was still a wilderness (1639). In the care of the little Indian girls, Madame de la Peltrie, as well as the nuns, was unremitting. The first pupils that came from the woods were washed, and then dressed by herself, in garments made by her own hands.

As the number increased, she was obliged to suffer the nuns to share these labors among themselves, while she would visit the poor, smoky wigwams of the savages coaxing the little swarthy children to follow her to the "House of Jesus," and deriving more real happiness from seeing the fruit of her zeal in the conversion of these poor pagans, than all the wealth and all the honors and pleasures of the world could have procured her. Surely, our Lord, who has promised to regard as done to Himself what is done to the least of His little ones, looked down with love on the lady who deemed this nobler work than fluttering through the gilded saloons of Versailles. And who will tell us to-day of the gay votaries of fashion that mingled there in "festive dance," while the generous lady of Alençon pursued her labor of love, unmindful of the hardships she endured? Their names, with their deeds, are forgotten, but the name of Magdalen de Chauvigny is still familiar and dear as a household-word in the Convent where, now two hundred years ago (1671), she exchanged the labors she had undertaken, for the heavenly crown which was their reward.

NEGATIVE INTERROGATIVE FORM OF THE VERB.

—PROGRESSIVE FORM.

INDICATIVE.

<i>Pres.</i> Do I not begin [to improve] ?	Am I not speaking ?
<i>Imp.</i> Did I not begin ?	Was I not speaking ?
<i>Perf.</i> Have I not begun ?	Have I not been speaking ?
<i>Pluperf.</i> Had I not begun ?	Had I not been speaking ?
<i>1st. Future.</i> Shall I not begin ?	Shall I not be speaking ?
<i>2d Future.</i> Shall I not have begun ?	Shall I not have been speak- [ing] ?

POTENTIAL MOOD.

May I not begin?	May I not be speaking?
May I not have begun?	May I not have been, &c
Might I not begin?	Might I not be speaking?
Might I not have begun?	Might I not have been &c.

41. LA STE. ENFANCE, A BLOIS.

La Ste. Enfance ne pouvait manquer de trouver sa place dans la belle fête de charité que les jeunes élèves du pensionnat des Ursulines de Blois célébraient le jour de Noël, 1870. Autour de la crèche du divin Enfant étaient rangées les offrandes de ces jeunes élèves. Vêtements pour les pauvres, objets destinés aux Missions et à l'Œuvre des campagnes, enfin plus de 600 scapulaires qui doivent aller par delà les mers fortifier les néophytes; tels étaient les ouvrages des plus grandes. Les plus jeunes avaient songé à leurs petits frères délaissés. Des layettes leur avaient été préparées, et de petites douceurs réservées au prix de nombreuses privations. Au milieu de toutes ces offrandes, la corbeille de la *Ste. Enfance* voyait encore beaucoup de petites mains s'avancer vers elle, apportant joyeusement aux pauvres orphelins de la Chine les fruits de généreux sacrifices...— Jeunes élèves des Ursulines, vous avez attiré sur vous dans ce jour le regard consolé du DIVIN PAUVRE de Bethléem; il a béni vos cœurs, dans lesquels la charité croît avec les années. Heureuses êtes-vous d'avoir compris, à l'école de vos dignes maîtresses, que cette reine des vertus est la plus aimable compagne de notre passage à travers les sentiers de la vallée d'exil!—

42. Exercise.

[After the adverbial phrases,—as soon as, when, after, as long as, we use the Present of the Indicative or the Potential, and not the *future*, as in French.]

Aussitôt que votre sœur aura fini d'écrire, dites-lui de venir ici.— Quand irez-vous à la chapelle? J'irai aussitôt que la cloche sonnera.

Qu'aurons-nous à apprendre après l'examen? Je ne sais vraiment, car nous sommes très-avancées; qu'en pensez-vous? Je pense qu'il y aura toujours quelque chose à apprendre, surtout pour les élèves en quatrième.

ORAL EXERCISE.—Conjugate the following verbs in the Present and Imp. of the Indicative in all the *forms* given in your little Book:—
Make—mean—meet, prove—ring—strive.

(3d Week.)

43. ANNIE'S PAINT BOX.

Long had Annie been wishing for a paint Box! It had come at last, and now she admires all those gay colors, wondering how they were made.

She does not imagine that they come from animals, vegetables, and insects, from the earth and from dark mines under the earth.

Carmine, that lovely crimson color, is made from a little insect called the cochineal, that lives in Mexico on a certain kind of cactus. It is shaped like a turtle, and has no wings. These poor little insects are killed by being plunged in boiling water, or laid on heated metal plates, or in ovens. Then they are powdered, sifted, and sold under the name of granillo. Mixed with different acids, cochineal makes all shades of red, scarlet, crimson, &c.

Red lake was first made by a Franciscan monk, in Pisa. He was making a medicine of cochineal with salts of tartar, when by adding another acid he produced this beautiful color.

Purple is a compound color; it is a mixture of red and blue.

The simple colors are red, yellow, and blue. Red and yellow make orange; blue and yellow make green.

Gamboge, which is of a beautiful yellow color, is the juice of a tree growing in Cambodia, in the East Indies.

44. LE VIEILLARD AVEUGLE.—Un vieillard aveugle se tenait ordinairement sur la route de la charité, à Nevers, pour demander l'aumône. Son jeune petit-fils, dont la gentillesse excitait les passants à donner quelque légère pièce de monnaie à son malheureux grand-père, jouait un jour tout près de lui, au milieu de la route, quand il fut distrait de ses innocentes occupations par le bruit d'une voiture de poste qui vint à passer rapidement. Lorsqu'elle fut éloignée, le jeune enfant retourna à ses jeux, et trouva un objet qu'il porta à son grand-père : c'était un portefeuille. Le vieillard, sentant qu'il était plein et fermé, se disposa à aller à la ville voisine le remettre aux autorités. "Que tenez-vous à la main ? lui dit un paysan qui passait en ce moment.—C'est un portefeuille que mon fils vient de trouver sur la route ; il est sans doute tombé de la voiture qui vient de passer, et je vais le porter à la Charité. "Ceux qui l'ont perdu pourront le retrouver, s'ils viennent le réclamer."

Quelle simplicité est la vôtre ! Ce portefeuille renferme probablement des billets de banque : votre fortune est faite si vous le gardez : n'en parlez à personne. —Garder le bien d'autrui ! non, non ; j'aime mieux être misérable et honnête, qu'être riche et avoir quelque chose à me reprocher." L'aveugle alla remettre sur-le-champ sa trouvaille au commissaire de police de la Charité.—Le portefeuille fut réclamé.—On offrit une forte récompense au vieux mendiant, qui la refusa. Quelques jours après, le même paysan rencontra encore le brave homme et lui dit : "Eh bien ! que vous reste-il pour avoir été si honnête ?—Il me reste le témoignage de ma conscience, qui me dit que j'ai bien agi."

45. Exercise on the Tenses of the Verbs.

[The pluperfect in English corresponds to the French *plus-que-parfait* et *prétérit antérieur*.]

Aviez-vous fini d'écrire quand je suis entrée? Je n'avais pas fini. Avez-vous trouvé le livre que vous aviez perdu? Je ne l'ai pas encore trouvé.—Combien de temps aviez-vous étudié l'anglais quand vous êtes entrée dans la quatrième classe? Je ne le saurais dire, je n'avais pas eu de leçons suivies, mais j'avais eu une *bonne* qui parlait anglais. Il est heureux que vous ayez commencé jeune; c'est le vrai moyen d'avoir une bonne prononciation.

ORAL EXERCISE.—Conjugate the following verbs in the interrogative form, joining an answer in the affirmative. To hide, *cacher*;—to hold, *tenir*;—to hurt, *faire mal*, *blessar*;—to slide, *glisser*;—to accept;—to permit;—to present;—to converse.

MODEL.—Do I hide my books? I hide them in my desk. Dost thou, &c.

46. CHRISTMAS.

O blessed Mother, in thy love
 All-peerless and all-fair :
 The light is shining on thee,
 In that stable cold and bare ;—
 The Christmas light is shining,
 Though eighteen centuries
 Have passed since that first joyful night
 That saw thee on thy knees,
 Beside the little manger-bed
 On which thy Jesus lay,
 When the angels gathered round Him,
 And the oxen eating hay.
 The Christmas love is shining
 As bright as ever now ;
 In memory, on the crib there falls
 The light from Mary's brow ;
 And thousands kneeling there, adore
 The Child Divine, Who came
 In poverty, and shame, and grief,
 To lowly Bethlehem.

47. WINTER AMUSEMENTS.

[*Dictation.*]

Winter, as well as summer, has its pleasures, its own peculiar amusements. The snow lies so deep that not a blade of grass, not a shrub or flower is seen; all the bare leafless trees are edged with frosty silver; the very walls are sparkling with crystals; wherever we gaze there is snow—snow—only the pure white spotless snow. But it is to the *Ice-hill*, we, Convent girls, look for our chief amusement. Gaily we sally forth, without fear of numbed fingers, or frost-bitten cheeks or noses: our comfortable winter-gear, enables us to bid defiance to *Jack-Frost*.

• Away now to the *Ice-hill*! It is a steep descent, but we have before us nearly a hundred yards of excellent coasting. Swiftly our sledges fly over the glassy road. Here, a solitary Miss seats herself gravely, and starting her gaily-painted vehicle, flies fearlessly down the declivity: there, a whole party find place on one *traineau*, whose owner boldly undertakes the office of guide. Here a sturdy little group fly forward, preserving a perfectly upright position.

To return to the summit we have a flight of stairs, protected by a railing, along the side of the hill.

To vary the amusement, we sometimes erect a snow statue, which we afterwards pelt with snow-balls:—perhaps we should not say whether we ever pelt each other:—

Oh! merrily pass the hours away,
While busy children are at play;
Cares and troubles cannot come
To our happy Convent home!

Angels watch with power to bless,
And thus secure our happiness;—
We see their pinions softly shine,
And thus we rise to things divine.

48. NEW YEAR'S LETTERS.

[Write them in all simplicity, dear children.
Were you at home you would express your
good wishes,—you would ask a blessing on the
New Year, which your parents would bestow
with a full heart. They think of you to-day,
and if they are expecting you to-morrow, you
must leave no time, but write directly, that they
may have another proof of your gratitude and
filial love.]

49. NEW YEAR THOUGHTS.

Another year hath fled! The midnight bell
With lengthen'd tone toll'd forth its funeral chime;
With shadows of the past 'tis gone to dwell;
And buried in the catacomb of time
Lie all its hopes, its sorrows, and its fears.
The past is fled! we ne'er may summon back,
Except in memory, our departed years,
To shine and linger on our lonely track,
And shrinking like illusions from our eyes,
Their shadows, but like troubled dreams arise.

Another, still another year hath past;
Thus time creeps on with unremitting pace:
We feel not, heed not, think not, till at last,

The end doth come, and finish'd is earth's race.
We know not that to-day is past, until
To morrow brings remembrance,—then too late—
Of yesterday. Another—and another, still
We heed them not ; yet our eternal fate
Is bound up with their span.—God did create
Man, mortal man, and gave him to prepare
Within these hours for immortality.—
Oh ! goodness great ! Oh ! mercy rich and rare !
Why not improve them then ? Oh, answer ! why
A day—an hour—may bring eternity !



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GRAMMAR MADE EASY.

PART SECOND.

(*For the Second Half-Year.*)

ANOTHER WORD WITH THE PUPILS.

A half-year having now gone by, my dear children, you can say whether or not our provisions were correct, when, in presenting you this little Book we assured you that in its use "pleasure and profit would go hand in hand."

If you have seconded the efforts of your Teacher, if you have entered earnestly and with *good humor*, into the plan laid for your improvement, there can be no doubt as to the result. The French pupils, having now a sufficient supply of words at their command, are practising their "*Exercises upon the Idioms*," by daily conversation with their English Teachers and companions;—no "*Method*" was ever half as improving as this.

If the English pupils can now relate, in presence of the class, a story, clothing it in good language without confining themselves to the precise words in which it is written, they

have attained an important object. They have enlarged their stock of words, and this can hardly be done without widening their range of ideas.

Translation, you all perceive, is not a mere mechanical exercise, for which you only need a dictionary. No;—to render a sentence properly in another language, requires close attention, and no little exercise of the powers of the mind in considering, deciding, and selecting. If you are thus led to a habit of reasoning, judging, and preferring on all occasions what is most fit and proper, not only in your language and conversation, but in your daily actions, and your relations with your fellow creatures; who shall say that your youthful minds have not been improved, even by these simple Exercises of your Grammar Class?

The Exercises for the Second Half-year are longer and some of them are more difficult than the preceding ones; you see by this, dear children, how certain we are that you have advanced during the last four months.

JANUARY.

[The pupils being occupied during the first part of the month in reviewing their lessons and in passing examinations, no new Exercises are given until the 3d week.]

50. LETTER TO A FRIEND.

[The holidays and other incidents connected with the New Year,—the Examination,—the news of the day, augmented by the *budget* of Convent news.—Here are ample materials for a letter.]

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51. LE BOUQUET DE VIOLETTES.

Une petite fille allait avec sa mère se promener au Luxembourg. On était déjà au mois de mars ; les arbres commençait à bourgeonner, le printemps était proche. A l'entrée du jardin se tenait une pauvre bonne femme qui vendait des bouquets de violettes. A chaque passant, elle étendait le bras, offrant sa fraîche marchandise, et répétant : A cinq centimes, la violette ! elle embaume ! elle embaume ! Quelques messieurs achetaient un bouquet pour le mettre à leur boutonnière ; mais le plus grand nombre passaient sans même jeter un coup d'œil sur les fleurs pourtant si jolies ! et la pauvre marchande répétant en vain : — Elle embaume ! Elle embaume !

— Maman, dit la petite fille, veux-tu m'acheter un bouquet ?

— Volontiers, ma mignonne, répondit la maman. Et aussitôt elle prit un sou dans sa bourse et le remit à la bonne vieille, qui, en échange, remit à la petite fille son plus joli bouquet.

Mais à peine l'enfant l'eût-elle entre les mains, qu'elle se mit à le déchiqueter, arrachant feuilles et pétales, et les éparpillant avec sa petite main, comme elle eût fait d'une marguerite des champs.

La maman allait l'arrêter ; mais la marchande, plus prompte, s'écria : — Oh ! mademoiselle, que faites-vous ? Pourquoi déchirez-vous ainsi mes pauvres fleurs ? — Mais, répondit la petite fille, elles sont à moi maintenant puisqu'on vous les a achetées.

— C'est vrai, reprit la pauvre vieille, vous avez payé ces fleurs avec de l'argent, et vous n'y tenez pas plus qu'aux cinq centimes que vous m'avez données. Mais moi, mademoiselle, je les aime, parceque Dieu n'a pas fait de fleurs plus aimables que ces simples petites fleurettes ; et si vous les connaissiez comme moi, comme moi aussi, vous les aimeriez et vous ne les détruiriez pas.

52. Exercise on Words in Common Use.

[Form sentences in the conversational style ;—change the singular to the plural when the words are in italics : make frequent use of the Interrogative and the Negative forms of verbs.]

The table-cloth, napkin, *knife*, *fork*, spoon, *plate*, *dish*, sugar-bowl or dish, salt-cellar, *glass*, flask, *bottle*, *cup*, *sau-
cer*, a service or course, a basket, jug, *corkscrew*. Bread, water, wine, beer, meat or flesh, fish, boiled meat, bacon, roast-meat, soup, broth, sauce, fruit, cheese, butter, dessert, beef, mutton, veal, lamb, fowl, sausage, stewed-meat, a fricasee, a ragout, a tart, a pie, some ham, *radish*, vegetables, potatoes, beets, carrots, cabbage, a steak ; salt, pepper, vinegar, mustard, onions ; peas, beans, cod-fish, salmon, oysters, a trout, a herring, &c. Apples, pears, peaches, cherries, gooseberries, raspberries, plums, grapes, nuts, almonds, filberts, figs, chestnuts, oranges.

(4th Week.)

53. SAINTE GENEVIEVE.

[Narration.]

In the year 421, a little peasant girl was born in the village of Nanterre, a few miles from Paris. Her name was Genevieve. She was very poor, and tended sheep for a farmer who lived near her father. She was good and gentle, and longed to do all she could to please God. When she was seven years old, the good Bishop St. Germain, who was travelling through France, stopped at the village of Nanterre. The people all crowded to see him and receive his blessing. Genevieve was among them, and, there was such an air of holiness about her that St. Germain kept his hand upon her head, and inspired by the Holy Ghost, asked her if she would like to be consecrated to God. This had

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been the dearest wish of her heart, and her eyes filled with tears of joy, but before answering, she looked up to her parents, with hope and fear, and asked them for their consent. Her father hesitated a moment, and then said : " You belonged to God before you did to me ; since he calls, obey His voice." So St. Germain took her to the church, gave her the veil, and hung around her neck a medal on which the cross was engraved.

She went home, and was so gentle, modest, patient, active, and pious, that she was a model to all. She was never known to disobey.

One day her mother refused to take her to church ; Genevieve knelt before her, and begged to be taken, but her mother being angry, struck her. God immediately afflicted her with blindness. The child was very much grieved. She prayed, and then went to a well that was near, and making the sign of the cross over it, drew some water and bathed her mother's eyes. Her sight was immediately restored, and since that time the well of Nanterre has been thought to have a peculiar virtue for curing diseases of the eye. Soon after her parents died, Genevieve went to Paris to reside with a relative. The people of Paris were still pagans, and often, when she went through the streets, they scoffed at and insulted her.

54. LE BOUQUET DE VIOLETTES (*suite.*)

Mais je connais les violettes, dit la petite fille toute surprise ; je sais que les violettes ne sont pas des roses, ni des lilas, ni aucune autre fleur que des violettes.

— Oh ! je comprends, répondit la marchande, vous connaissez leur couleur, leur forme, leur famille, et cela

vous plaît.... tout au plus ; mais leurs qualités, leur caractère, vous ne les connaissez point sans doute, et voilà ce qui vous les ferait aimer.

—Est-ce que les fleurs ont un caractère ? demanda la petite fille, interrogeant sa mère ; est-ce que les fleurs ont des qualités ?

—Ecoute, répondit la maman, écoute ce que te dira cette bonne marchande, elle connaît bien l'histoire des violettes.

—Voulez-vous m'apprendre l'histoire des violettes ? demanda alors la petite fille.—De tout mon cœur, répondit la bonne vieille, car on ne se lasse jamais de parler de ce qu'on aime. Et d'abord, mon enfant, respirez cette bonne odeur que répandent mes petites fleurs chéries ; ce doux parfum, comme on dit. Y a-t-il, en effet, rien de plus doux, de plus agréable que ce parfum-là ?—Eh bien ! les violettes n'en sont cependant pas fières le moins du monde.

Au lieu de se montrer et de se faire valoir, elles se cachent le mieux qu'elles peuvent. Au lieu de se mettre en vue pour se faire admirer, comme font les roses, les belles-de-jour, auxquelles il faut le soleil et la lumière, elles, ces chères petites violettes, croissent paisiblement sous les plus épais ombrages, dans les bois touffus, les sentiers déserts. Elles se voilent de leurs feuilles, se tiennent mutuellement compagnie ; elles vivent en famille, si l'on peut dire, et elles ne demandent rien de plus. La rosée du matin, un rayon de l'aurore, voilà tout ce qu'il leur faut. Moi qui vous parle, moi qui sais pourtant bien dans quels lieux elles se plaisent, il faut que je les quête dans l'air en aspirant leur parfum, car l'odorat les devine, avant que l'œil les aperçoive ; et cette délicate modestie leur donne encore un charme de plus.

55. Exercise on the Tenses.

[Make sentences with a nominative in the 3d pers. sing. Present tense, joining any corresponding tenses ; or use the present or the past participle.]

Apply, carry, deny, defy, decay, fancy, defray, display, pay, annoy, rally, tarry, try, employ, delay, supply, stray, enjoy, vary, occupy, buy, multiply.

MODEL: She applies herself now, speaking English every day. Emma carries her books wherever she goes.

FEBRUARY (1st Week.)

56. ST. GENEVIEVE (*continued.*)

[*Narration.*]

About this time a powerful barbarian king, named Attila, came with a large army and laid siege to Paris. The inhabitants were in despair, but Genevieve spoke to them of her God, and told them to pray, and fast. She directed them to form an army, and promised them that God would give them victory. When Attila heard this, he was afraid and dared not attack the City. Thus Paris was saved through the confidence of Genevieve in God's mercy. She was then only fifteen years old.

Some time after Paris was again besieged by Childeric, and there was a great famine in the city. Genevieve was never weary of taking care of the sick and wounded, and doing all she could for the poor famishing people. At last, when it seemed as if nothing would save them from starving, she took some boats, and a number of men to assist her, and, at the risk of being attacked, she succeeded in going up the river to Troyes, and in getting her boats well loaded with provisions, which she brought back to Paris, thus saving the lives of many of the people.

However, the city had to surrender, but

Childeric, on account of the great virtue of Genevieve, and at her request, spared the city. His son Clovis, who is considered the first king of France, asked her for her blessing, and promised her that he would become a Catholic, which promise he afterwards fulfilled.

When Genevieve died, she was canonized and made patroness of the city of Paris. Beautiful churches were built in her honor, and to this day tapers are constantly burning around her tomb, showing the honor and veneration in which she is held.

The beautiful city of Paris is again invested. Let us hope that God, at the intercession of St. Genevieve, will deliver the city, and give to the inhabitants the grace to serve him better in peace. (*Young Cath.*)

57. LE BOUQUET DE VIOLETTES.

Puis, quand on a joui pendant la jeunesse, et, pour ainsi dire, du vivant de la fleur, de son parfum délicieux, on le recueille, on le distille, pour le conserver. Les parfumeurs en font des essences qui parfument vos mouchoirs, vos vêtements. Et ce doux parfum de la violette, tout le monde l'aime, personne ne le redoute, car il est aussi innocent qu'il est suave.

Puis enfin, quand cette pauvre petite fleur est fanée, desséchée, il lui reste encore la vertu d'adoucir nos souffrances. Si vous toussiez, mon enfant, si M^{me}. votre maman a une fièvre, un mal de gorge, prenez quelques pincées de fleurs de violettes, jetez-les dans une tasse de bon lait chaud, faites-le lui boire; et vous verrez que ces chères petites fleurs, lorsqu'elles n'ont plus ni beauté, ni fraîcheur, ni parfum, ressemblent à ces dignes et saintes personnes qui, ayant perdu l'éclat de leur jeunesse, conservent la bonté, cette éternelle beauté du cœur.

—C'est vrai, c'est vrai tout cela, dit à son tour la

petite fille, quand la bouquetière eut fini. Je le savais... et pourtant, j'ai déchiré mon bouquet étourdiment, sans y penser.

Et elle restait là, immobile, pensive, regardant à ses pieds les débris des violettes éparpillées sur la terre.

" Mon enfant, reprit la bonne marchande, qui voyait son regret, mon enfant, voici un autre bouquet de violettes. Acceptez-le..... pour ma peine ! Vous le conserverez, celui-là, n'est-ce pas ? Et surtout, vous ne ferez jamais plus rien sans y penser ? (*Jour. d'Ed.*)

58. Exercise on the Potential Mood.

[The Potential Mood in English does not always correspond to the French *Conditionnel* of the principal verb ; but our *signs* are (in Fr.) principal verbs ; thus—*Might*, could, *pouvoir* ; should, ought, *devoir*.

Pourriez-vous parler anglais si vous essayiez ? Je le pourrais peut-être, mais je suis sûre que je ferais des fautes. Pourriez-vous chanter devant toutes vos compagnes ? Je ne le pourrais pas, mais Mlle. B. le pourrait peut-être. Auriez-vous pu chanter hier soir ? Je l'aurais peut-être pu, mais je n'osais essayer. Votre amie aurait-elle pu jouer devant ces grands musiciens ? Je ne l'aurais pu, mais mon amie aurait peut-être pu jouer devant eux.—Vous devriez faire attention lorsque la maîtresse parle. Eh ! devriez-vous me parler ainsi ?—Vous auriez dû faire votre exercice ce matin, pendant que j'étudiais ma leçon.—Vous auriez dû vous y prendre comme je m'y suis prise (prendre *manage the thing*). Comment vous y prenez-vous pour écrire l'anglais sans fautes ? Je m'y prends bien, comme vous le voyez.—N'y ajoutez plus rien, je vous en prie.

(2d Week.)

59. NEWTON'S ABSTRACTION.

[Dictation.]

Newton, finding himself extremely cold one evening in winter, drew his chair very near

the grate in which a large fire had recently been lighted. By degrees the fire having completely kindled, Newton felt the heat intolerably intense, and rang his bell with unusual violence. His servant was not at hand at the moment, but he soon made his appearance. By this time Newton was almost literally roasted. "Remove the grate, you lazy rascal!" he exclaimed in a tone of irritation very uncommon with that amiable and bland philosopher; "remove the grate before I am burnt to death!" "And pray, master," said the servant, "might you not rather draw back your chair?" "Upon my word," said Newton, smiling, "I never thought of that."

What could the man be thinking about? some might say:—but at the name of Newton we are reminded of wonderful discoveries which could never have been made, but by a profound thinker. The mind of a philosopher is attentive, otherwise how would Newton, from the simple incident of an apple's falling to the ground, have been led to conclude that it was drawn towards the earth by some invisible force, as we see the magnet draws iron. Then, extending his reflections, the philosopher inquires whether the moon may not feel this same influence, and thus be kept near the earth, instead of flying off into space. But if the moon is thus acted upon, is not the earth itself retained in its orbit by the attraction of the sun?—and thus bursts upon the mind of the philosopher, that stupenduous secret of creation,—the principle of UNIVERSAL GRAVITATION.

At our yearly Examinations we see this principle demonstrated by simple yet conclusive experiments.

60. LES GAULOIS.

Les prêtres gaulois s'appelaient druides : ils étaient fort respectés et remplissaient assez souvent les fonctions de juges.

C'étaient eux qui étaient chargés d'instruire la jeunesse. Ils ne permettaient pas à leurs élèves d'écrire, parce que, disaient-ils, en mettant les sciences par écrit, on néglige de les confier à la mémoire. Toutes leurs leçons étaient en vers, et les élèves étaient obligés d'apprendre tous ces vers par cœur.

Les Gaulois savaient que l'âme est immortelle, et que l'homme recevra, dans une autre vie, la récompense ou le châtiment de la conduite qu'il aura tenue sur la terre.

Malheureusement, ils ne connaissaient pas le vrai Dieu ; ils adoraient de fausses divinités, dont les principales s'appelaient Hésus, Teutatès et Toranis.

En outre, ils rendaient un culte superstitieux aux arbres, aux vents, aux montagnes, aux rivières, aux lacs, aux fontaines. Non-seulement les forêts, mais certains arbres en particulier, le chêne surtout, leur inspiraient un respect religieux.

Les Gaulois offraient aux dieux, outre les prémices de leurs fruits, toute sorte d'objets précieux.

61. Exercise on the Idioms.

Now and then, *de fois à autres* ; from time to time, *de temps en temps* ; here and there, *par-ci, par-là* ; indifferently, tolerably, *tant bien que mal* ; to inconvenience one's self, to put ourself out of the way, *se gêner* ; to be uncomfortable, *être mal à son aise, être gêné* ; I long to or for, *Il me tarde* (impersonnel) to postpone, to put off, *remettre* ; on purpose, *exprès* ; to be silent, *se taire* ; a stay, a sojourn, *un séjour* ; to lose sight of, *perdre de vue*.

J'ai perdu cela de vue. — Comme il y a longtemps que je n'ai été au parloir, j'ai perdu votre message de vue. Comptez-vous faire un long séjour à la campagne? Je ne compte (*I do not intend*) pas y faire un long séjour (*stay*). Je me tais mais vous parlez toujours. — Après avoir parlé une demi-heure il se tut (*ceased speaking*). — Il me tarde de voir ma sœur. — Il lui tarde de recevoir des nouvelles de son père. — Il nous tarde de dîner, parce que nous avons bien faim. — Il leur tarde de dormir, parce qu'elles sont très-fatiguées. — Ne vous gênez pas pour moi. — Cette demoiselle ne se gêne jamais (*never inconveniences herself*), elle cherche toujours à se mettre à son aise (*comfortable*). Vous êtes mal à votre aise sur ce banc, prenez donc une chaise. — Elle vient me voir de loin en loin. — Elle le fait exprès. — J'ai fait mon exercice tant bien que mal. Je pense que vous avez fait des fautes de temps en temps, etc.

(3d Week.)

62. THE CAPTIVE BOY.

[Narration.]

There lived, in France, a very long time ago a little boy whose parents were rich and noble, and they loved him dearly. One day, when he and his companions were playing by the sea-shore, they were carried off by some warlike men from Ireland, and were taken as slaves to that country. Such was the custom of those times. The captive youths were sold to different masters, and our youth fell into the hands of a very cruel one, who sent him to herd his flocks, grazing on the mountains.

Now this was a hard life for one who had been so carefully brought up, and had lived so happily in his own fair land. Nevertheless, he did not repine; he hoped in God, and, knowing the best way to please Him was to obey his master, even though he was a harsh one,

and to do faithfully the work that was given him to do, he did it cheerfully.

At first, he shed many a tear for the home and friends so far away. Soon, however, he began to take pleasure in looking at the works of God. The sky and the clouds, the mountains and the trees, the birds that sang so sweetly in that country, and even the many-colored butterflies that flitted by on the summer air; and he thought how great and mighty must be the God, who made the earth and the heavens with all their wonders, and who gave to man intelligence to know Him, and the privilege of loving and serving Him.

He had spent full seven years, in this hard and toilsome life; he had suffered much from cold and hunger, never murmuring, but bearing all things cheerfully for God's sake, when, one night, an angel came to him as he slept, and told him he should soon see his dear native land again, that a ship was ready to take him home. Full of joy he set out next morning for the sea coast, and arriving there, he saw a ship, lying at anchor, bound for France.

He humbly besought the crew to give him a passage, but they refused. Then the young man only said; "God's will be done," and he turned away with a heavy heart.

63. LES GAULOIS, (*suite.*)

C'était aussi l'usage parmi eux d'immoler les animaux, surtout les chevaux qu'ils avaient pris à la guerre.

Mais ils ne s'en tenaient pas là, ils immolaient quelquefois des hommes. Cela est horrible à dire; mais cela est malheureusement vrai.

On immolait de préférence des criminels ; mais, si les criminels venaient à manquer, on ne se faisait aucun scrupule d'immoler des innocents.

Les autels destinés à ces sacrifices étaient généralement érigés dans de sombres forêts, ou dans des landes sauvages, ou sur les bords orageux de l'océan. On les appelait dolmens.

Le dolmen se composait ordinairement de trois pierres plantées verticalement en terre, et qui en soutenaient une quatrième, presque toujours plus longue que large. C'est cette quatrième pierre, tantôt plate, tantôt creusée en bassin arrondi, qui servait aux sacrifices. Sur quelques-unes, on remarque des espèces de rigoles, destinées sans doute à faire écouler le sang des victimes.

Il reste encore un grand nombre de ces dolmens en diverses parties de la France. (*L. D'Altemont.*)

64. Exercise on the Idioms.

[To mean, *vouloir dire* ; to be particular, *y regarder de près* ; to sit up, to watch, *veiller* ; to take a turn, *faire un tour* ; the dress, the costume, *la mise*.]

Que voulez-vous dire ? Je veux dire ce que j'étais à dire. Que veut dire cet homme ? Rien. Il ne veut rien dire. Qu'est-ce que cela veut dire ? Cela veut dire que je n'aime pas à travailler pour vous ;—car vous y regardez de trop près.—Je suis fatiguée, car j'ai veillé toute la nuit auprès d'une malade.—Vous avez une mise élégante ce matin. Je vous comprends, vous trouvez à redire à ma mise. Non, je n'y trouve rien à redire.—Vite donc, nous allons faire un tour de jardin, j'aimerais beaucoup à faire un petit tour.—Les élèves ne devraient pas faire de bruit pendant la classe. Nous nous en gardons bien, car nous voulons faire plaisir à notre maîtresse.

(4th Week.)

65. THE CAPTIVE BOY.

[*Narration.*]

He had travelled only a few miles when he was overtaken by a messenger, praying him

to return and go on board, for that his God had sent a terrible storm, which had driven the ship back to the coast, as often as she attempted to put to sea, and the crew began to think it was because of their refusing him a passage. Meekly blessing God for this miraculous favour, he returned with the messenger, went on board, and the vessel set sail with a fair wind for France. On reaching his native shore, the youth's first action was to kneel on the sandy beach, and offer his thanks to the Almighty ruler of sea and land.

He remained at home only a short time, when again he was warned in a dream of God's will concerning him. He saw in a vision, the children of the Irish race, holding out their hands to him, and beseeching him to go back amongst them.

Being only anxious to do the will of God, he went to an uncle of his, Germanus, who was a Bishop and a great Saint, and, by his advice and instruction, he prepared for the holy ministry. After several years of preparation, he set out on foot for Rome, where Celestine, another great Saint, was then Pope. By him our former captive was made a Bishop, and sent, with a few companions, to preach the gospel in the pagan land where he had been a shepherd boy. In a little time, he had converted the whole country and nearly all the princes and great people, to the Christian faith. He made priests and bishops and built churches all over that beautiful country.

That captive boy was Patrick, the Apostle of Ireland, who is honored by the Church of God as one of her greatest Saints. (*Young Cath.*)

66. LA CHAPELLE SUR LE ROCHER SOLITAIRE DE SANCIAN.

Après un espace de plus de trois cents ans, on vient d'élcver dans l'île de Sancian, une chapelle sur le tombeau de St. Fr. Xavier. Oui, des étrangers à plus de six mille lieues de leur pays, sont venus rechercher le petit coin de terre où un pauvre missionnaire, n'ayant que sa croix et son bréviaire, a terminé ses jours ; à grands frais et avec beaucoup de peine ils y ont élevé une chapelle, pour vénérer sa mémoire et pour implorer son secours. O pouvoir de la sainteté, qui rend immortelle la mémoire des hommes et fait surnager leur souvenir au-dessus de toutes les scènes et agitations qui bouleversent le monde !

Comme le cœur doit être fortement ému à la vue de ce rocher solitaire sur lequel le premier apôtre de ces contrées mourut, pauvre et abandonné, mettant le sceau à sa sainteté par l'acte de la résignation la plus parfaite à la sainte volonté de Dieu ! Sur ce rocher aujourd'hui s'élance gracieusement, dominant la baie et les environs, une chapelle de forme gothique, ayant 60 pieds de long sur 30 de large, avec un petit clocher s'élevant à 70 pieds. Au centre même de la chapelle se trouve la place où St. Fr. Xavier a remis son âme bénie entre les mains de Dieu. Une pierre de granit, de 6 pieds de long sur 2 de large, recouvre ce point avec cette inscription sculptée.

Aqui fu sepultado, etc. C'est-à-dire—" Ici a été enterré St. François-Xavier, de la Compagnie de Jésus, Apôtre de l'Orient. Ce monument a été élevé en l'année 1639." (*)

Trois petits autels décorent la chapelle.— La bénédiction qui eut lieu au mois de juin, 1869, réunit plus de 200 Européens, et une centaine de Chinois chrétiens, venant en bateau à vapeur de Hong-kong, de Canton et de Macao.

(*) St. Fr. X. fut canonisé en 1621. Son corps a été transporté de Sancian à Malaca, et de là, en 1554, à Goa.

— —

67. Exercise in the c^e others are seated,
 the rest of the com-
 (See No. 52 in church.)

To be tall, *grand* ;—small, little, *petit* ;—before she is strong, *fort* ;—weak, feeble, *faible* ;—stout, *gros* ;—as little handsome, *beau* ;—ugly, *laide* ;—cunning, *fin*, and *aimable* ;—witty, *spirituel* ;—silly, foolish, *sot* ;—haughty, *fier* ;—modest, *modeste* ;—bashful, *timide*, deaf and dumb, *sourd et muet* ;—clothes, garments, *habits, vêtements* ;—to wear out, a worn coat, *user, un habit usé* ;—to put on, to take off, *mettre, ôter* ;—to put a cloak wrong side out, *mettre à l'envers* ;—right side out, *à l'endroit* ;—to try on a dress, *essayer une robe* ;—to fit, *aller bien* ;—to clean, to soil, *nettoyer, salir* ;—to brush, *brosser* ;—to wipe, *essuyer* ;—to get made, *faire faire* ;—to have or get mended, *faire raccommoder* ;—to get dyed, *faire teindre* ;—to get something dyed red, black, &c., *faire teindre en rouge, en noir*, etc.

MARCH. (1st Week.)

**68. LETTER ON THE CURRENT EVENTS
OF THE MONTH.**

—
ERIN'S ISLE.

Come, roam awhile o'er Erin's Isle
 To see fair scenes awaking ;
 When early dawn, o'er hill and lawn
 In rays of splendor, breaking,
 Bids nature rise, through earth and skies
 Night's gloom from round her shaking.

When first her light falls on our sight,
 What sweet emotions rising
 Awaken thought with pleasure fraught,
 And all our soul surprising.
 Oh ! how endure this joy so pure
 As that we're realizing.

68. LA CHAPELLE SUR ^{silvery rills}
^{gether ;}
DE ^{of emerald green,}
^{mal weather ;}

Après un esp^{er} in air of plumage rare
 d'él^{ev}er dan^y many a golden feather,
 beau^y

^{ai-} Through all day long pour forth their song,
 In notes of sweetest measure.

Her flowers gay, rich hues display,
 And yield their honeyed treasure ;
 While meads and lakes, and thorny brakes,
 Unfold broad scenes of pleasure !

Here castles grand adorn the land,
 By fountain, stream and ocean ;
 Here temples rise, of stately size,
 All breathing pure devotion—
 Here Hermits' cells and holy wells
 Stir up our deep emotion. *N. Y. Cath. Mag.*

69. UNE DEMEURE BÉNIE.

X Avons-nous jamais pensé au spectacle sublime que de-
 vait présenter, aux anges mêmes, l'humble demeure de
 Nazareth ?

Entrons avec respect dans cette maison bénie, et voyons
 comment se gouverne la plus sainte Famille qui puisse
 jamais être sur la terre.

Elle n'était composée que de trois personnes : du Fils
 de Dieu, de la Mère de Dieu et de Saint-Joseph, le
 chaste époux de l'une et réputé le père de l'autre.

Leur pauvreté était grande ; ils vivaient dans l'obs-
 curité, ignorés du monde et n'ayant nul désir de s'en
 faire connaître. Leur piété n'avait rien d'extraordinaire
 qui les distinguât du commun ; rien ne paraissait au de-
 hors qui pût faire soupçonner ce qu'ils étaient au dedans.
 Joseph et Marie attendaient que Dieu lui-même révélât
 la vérité et que Jésus se manifestât au monde.

Never stand when all the others are seated, nor remain sitting when the rest of the company are standing, even when in church.

A young lady should be seen before she is heard, consequently, she should make as little noise as possible in walking, in opening and closing the door, &c.

Avoid boisterous laughing at all times : be not the first to laugh at your own remarks. Never attempt to take the lead in conversation;—

ag. No, and better be silent than talk to the detriment of another. Never address a friend in a language not understood by all the others, nor in terms which are intended around you, your thoughts from them. Still less to conceal a weak in a low tone, or in a whisper must you speak a company; it is a gross impertinence to any one in

at the name of the person to whom you are speaking. In addressing any one, look at them, not boldly, or full in the face, but let your eyes rest upon the lower part of the person's face. If there are several persons present, direct some portion of your conversation to each in turn.

To fix the eyes with a bold stare, is impolite and insolent in the extreme. To look over a person's shoulder when she is reading or writing is also most impolite. To wink or give a look of intelligence to another in company, is contrary to both modesty and politeness. It is absurd to speak too low, or between the teeth; to affect a lisp, or to drawl out the words, instead of speaking in that clear, distinct, yet gentle tone which we all admire in others.

78. L'ENTERREMENT DU PETIT ORPHELIN.

asym
Aussitôt qu'un enfant a rendu le dernier soupir, il est d'usage, dans ce pays-ci, de laver ce petit corps, et, après l'avoir enveloppé d'un linge blanc jusqu'à la ceinture, on lui met une petite chemise et une longue robe blanche qui lui couvre les pieds, une couronne sur la tête et un petit bouquet de fleurs blanches entre les mains, qui sont jointes sur la poitrine. Ainsi habillé, on le dépose sur un plateau destiné à cet effet, que l'on place sur une table entourée de fleurs naturelles et de flambeaux. Au moment où le catéchiste arrive pour bénir et faire les prières d'usage. Dans ce moment, la communauté et les enfants de l'orphelinat sont réunis autour du petit privilégié. Les prières finies, les porteurs enlèvent le plateau pour le placer dans un palanquin orné de draperies et de fleurs naturelles. Un homme de palanquin (espèce à côté du palanquin, tenant un parasol et de guirlandes, en signe de respect et d'honneur pour la dépouille du petit ange envolé. (Saigon, 1870.—*Ann. de la Ste. Enfance.*)

79. A New Exercise ! — The Choice.

[Make choice of the two Anecdotes or Essays which you prefer, among all that your little Book contains, thus far ; Tell, by writing a letter to your Teacher ;—*why* you prefer the No. you name. You will not all select the same, if each pupil follow, as she should, her own taste.]

APRIL. (1st Week.)

80. THE WORD OF GOD. (Narration.)

Mr. H. had gone, in the beginning of the war, to do his duty as a soldier. He left his wife, and an only child, a boy of about eleven

years of age, living alone in their little cottage, which stood about a mile from the village. The house was quietly but prettily situated among the tall elm trees, the only neighbors being the church on the opposite side of the road, and the brook with the mill at the end of the garden. At evening Mrs. H. used to sit in her little parlor sewing. Charley sat beside her, busily studying his lessons, reading to his Mother, or drawing little pictures, his favorite occupation. One night they had been sitting thus rather later than usual. Letters from father had arrived,—good news about the progress of the war, together with hopes of a visit. After Mrs. H. had gone to bed, Charley still stood at the window in his room, thinking, and dreaming. He had no lamp burning, but the bright moonlight came in through the open window; the little church tower over the way looked grand and solemn against the clear night sky; the tops of the elm-trees whispered, the brook murmured, the mill-wheels rattled, and Charley thought:—"Where might father be now? Is he awake, too, thinking of home?" And when he comes home, what will he say about mamma,—whether I took good care of her, and about my lessons and my drawings, and the creed I learned by heart, and the commandments?—But do I remember them still? Let me try: what says the seventh commandment? "And in his zeal he spoke aloud: "*Thou shalt not steal.*" Scarcely had the boy said these words, when, quite near him, he heard a loud scream, saw a dark figure run from behind the porch right across the way, and disappear among the tomb-stones. This

was too much, even for Charley's courage. In one minute he was in bed, the blanket over his ears. Forgotten were commandments, creed, drawing, and lessons, and all he did that night was to dream about ghosts.

81. LA LEÇON DE LA NATURE.

Un maître plein de sagesse avait un élève d'un caractère aimable et généreux, mais qui, ayant en aversion toute espèce de travail, s'abandonnait entièrement à l'oisiveté et à la paresse. Ces dispositions donnaient la plus vive inquiétude à son maître, qui cherchait par tous les moyens possibles à l'en corriger.

Après bien des efforts inutiles, il l'emmena un jour se promener avec lui jusque dans une vallée assez éloignée de la ville. C'était un lieu infect, un marécage formé d'eaux croupissantes, rempli d'animaux immondes et couvert de plantes limoneuses.

Arrivé là, le maître s'arrête, disant : Reposons-nous ici. Mais l'adolescent surpris s'écria : Comment ! auprès de ce marais infect dont l'aspect est hideux et qui exhale une odeur empestée !...

— Vous avez raison, mon enfant, répondit le maître. Regardez bien : ce marais est l'image de l'âme d'un fainéant.

De là, il conduisit son jeune disciple sur un terrain désert et inculte, hérissé d'une multitude d'épines et de chardons. Et là, il dit :— Voyez, la terre de ce champ est naturellement féconde, et elle pourrait produire des fruits de toute espèce, soit pour les besoins, soit pour l'agrément de la vie ; mais elle est négligée. Aussi, que produit-elle à présent ? Des buissons et des plantes mal-faisantes à l'abri desquelles se multiplient les vipères. Voilà une autre image de la vie d'un fainéant.

82. Letter to Parents. (See No. 36.)

que bien souvent le ciel accorde dès cette vie, à ceux qui se dévouent sans réserve à son service; ils méprisent le monde et le monde leur applaudit, tandis que les partisans du monde sont méprisés et bientôt mis en oubli, parce que ce monde même auquel ils se sont sacrifiés.

Ce fut à Tours, le 28 octobre 1599, que naquit cette femme héroïque, connue dans le siècle sous le nom de Marie Guyart, et qui devait être la *Thérèse du Nouveau-Monde*.

Ayant consumé sa vie dans le service de Dieu, elle rendit le dernier soupir au milieu de ses filles éplorées, le 30 avril 1672, âgée de 72 ans, dont elle avait passé 33 dans le Canada, travaillant au salut des âmes.

Les paroles suivantes de Monseigneur de Laval, montrent la vénération qu'il avait pour elle. " Dieu l'ayant choisie pour l'établissement de l'ordre de Ste. Ursule en Canada, il l'a douée de la plénitude de l'esprit de ce saint institut. C'était une supérieure parfaite, une excellente maîtresse des novices, et elle était très-capable de remplir tous les emplois d'une communauté religieuse. Son zèle pour le salut des âmes et particulièrement pour celui des sauvages, était si ardent, qu'il semblait qu'elle les portât tous dans son cœur. Nous ne doutons pas que ses prières n'aient obtenu en grande partie les faveurs dont jouit maintenant l'Eglise naissante du Canada."

" La Mère de l'Incarnation était d'une haute taille d'un port grave et majestueux, que tempérant une douceur humble et modeste. Lorsqu'elle était encore dans le monde, tout son air avait quelque chose de si grand, qu'on s'arrêtait pour la voir passer. Ses traits étaient réguliers, mais c'étaient une beauté mâle qui laissait voir toute la grandeur de son âme. Elle était forte et bien constituée, d'une humeur très-agréable; et, quoique la présence continuelle de Dieu lui donnât quelque chose de céleste, on ne se sentait jamais embarrassé avec elle."

91. Letter to some one at Home.

[Current events.—You may have had some grand celebration (we hope so) in honor of our Venerable Mother Mary

of the Incarnation;—some holiday—a religious ceremony perhaps. The return of the fine season has brought new enjoyments, tell what they are. If they make you think oftener of home, you can tell *that* also. A letter should contain *sentiments* and *feelings* (provided they are *real*) as well as news.]

MAY (1st Week.)

92. OFFERING TO THE QUEEN OF MAY.

Virgin most pious, on this day,
We hail thee, glorious Queen of May!
And place within thy diadem
A holy, pure, and peerless gem;—
The gem that now we proffer thee,
Bright Queen, is earnest piety.
Oh, may it be our guide, our light,
To point our path by day, by night.
May every thought and act e'er be
For God and for Eternity!

HUMILITY.

"God has granted me this great mercy," said the Curé of Ars "that He has given me nothing in which I could trust: neither talent, nor science, nor strength, nor virtue When I reflect upon myself, I can discover nothing but my poor sins. And the good God does not allow me to see them all, or to know myself thoroughly. The sight would drive me to despair. I have no other resource against that temptation to despair, but to throw myself at the foot of the tabernacle, like a little dog at its master's feet."

The servant of God was one of the few who speak humbly of humility. "M. le curé, what am I to do to be good?" some one asked him.

"My friend, you must love the good God."

"And what am I to do in order to love God?"

" Ah ! my friend, humility ! humility ! it is our pride that prevents us from becoming saints. Pride is the chain of the chaplet of all the vices and humility the chain of the chaplet of all the virtues. Alas ! it is inconceivable how, and of what, such little creatures as we are, can be proud !...

The devil appeared one day to St. Macarius, armed with a whip, as if to beat him, and said, ' All that thou doest I do ; thou fastest, I never eat ; thou watchest, I never sleep. There is only one thing that thou doest, and I cannot do.' What is that ? ' To humble, myself,' answered the devil ;—and he disappeared."

93. MARIE, ÉTOILE DU MATIN.

Stella Matutina.

Comme l'étoile du matin précède le soleil, dit Saint-Jean de Damas, ainsi la dévotion envers la sainte Vierge précède le soleil de la divine grâce ; car, dit Saint-Germain, la dévotion envers Marie annonce, ou qu'on est en état de grâce, ou qu'on y sera bientôt. L'Eglise appelle encore Marie " l'Etoile de la mer ", parce que, suivant l'explication de Saint-Thomas, comme pendant la tempête l'étoile guide les navigateurs au port, ainsi Marie nous guide vers le paradis à travers la mer orageuse du monde. C'est pourquoi Saint-Bernard nous prévient que, si nous ne voulons pas être submergés dans les tempêtes des tentations, nous ne devons pas un seul instant perdre de vue cette Etoile de salut. Et il ajoute : Si vous la suivez, vous ne vous égarerez pas : si vous en êtes protégé, vous n'avez pas à craindre d'être damné ; si elle vous est favorable, vous êtes sûr de parvenir au paradis.

O Mère d'amour ! Je vous choisis aujourd'hui pour ma souveraine maîtresse ; je vous supplie de me recevoir au nombre de vos enfants. Je vous consacre mon corps et mes sens, mon âme et toutes ses facultés..... Assistez-moi en toutes les actions de ma vie et surtout à l'heure de ma mort, ne m'abandonnez pas, ô ma Mère !

94 . EVENING HYMN.

Softly, when evening shades come on,
From life's wild tumults let us flee,
And render, Lord, before thy throne,
Our contrite spirits unto Thee.

When the bright sun hath passed away
Unto his dim and clouded rest,
Oh ! deign to send thy own bright ray,
To light and warm the sinking breast.

When the gloom thickens, still be near,
To cheer the bosom, and to dry,
With beams of love, the bitter tear,
That falls in silent agony.

When on the pillow we sink down,
And thought on thought is ebbing fast,
Let one thought, though the rest be flown,
Remain still steadfast to the last—

A thought of Thee ; and let us pause,
E'en with that sacred thought in prayer ;
Till sleep, made thus all tranquil, draws
The curtain o'er each worldly care.

And so in death, when all shall fade,
From sense, and mind, and memory,
Beam on us through the dreadful shade,
And let us fall to sleep in Thee !

(2d Week.)

95. MONTCALM. (*Dictation.*)

The Marquis of Montcalm was born at Candiac, in
1712. He entered the army at the age of fourteen and

was raised to the rank of Brigadier General. In 1755, he was entrusted with the important command of the French forces in Canada, where he fully sustained his reputation by the successful resistance he opposed for three years to the attacks of the English troops. In his last campaign (1759) his skilful position at Beauport, served as an important check to the designs of Wolfe, until the unexpected appearance of the latter on the Heights of Abraham, withdrew Montcalm from his entrenchments. His death was caused by a discharge from the only gun which the English had been able to bring into the engagement. He had been previously wounded by a musket shot.

It is reported of him that when his wounds were dressed he requested the surgeon in attendance to declare at once, whether they were mortal. On being told that they were so,—“I am glad of it.”—said he. He then inquired how long he might survive. He was answered,—“Ten or twelve hours, perhaps less.”—“So much the better,” replied he,—then I shall not live to see the surrender of Quebec.” On being afterwards visited by M. de Ramesay, who commanded the garrison, and by the Commandant de Roussillon, he said to them—“Gentlemen, I commend to your keeping the honor of France. Endeavor to secure the retreat of my army to-night beyond Cape Rouge; for myself, I shall pass the night with God, and prepare myself for death.” On M. de Ramesay's pressing to receive his commands respecting the defence of Quebec, Montcalm exclaimed with emotion;—“I will neither give orders nor interfere any further: I have much business that must be attended to, of greater moment than your ruined garrison, and this wretched country.—My time is very short—so pray leave me.—I wish you all comfort, and to be happily extricated from your present perplexities.” He then, addressed himself to his religious duties, passed the night with the Bishop and his own confessor.

He died the next morning at five o'clock, and was buried in the evening in the Chapel of the Monastery of the Ursulines.

96. UN ENFANT SAUVÉ PAR LES CHIENS DU MONT ST. BERNARD.

Un des chiens du Mont St. Bernard, en faisant sa ronde, rencontre un petit garçon âgé de six ans environ ; sa mère était tombée dans un abîme sans qu'il fût possible de la sauver. Saisi par le froid, épuisé de fatigue, le pauvre petit était couché au milieu de la neige, et poussait des gémissements plaintifs. Le chien accourt vers lui, et, levant la tête, il lui montre la provision qu'il tient au cou. Ne comprenant rien à la nature de cette offre, l'enfant tressaille de frayeur et veut s'éloigner. L'animal, afin de l'enhardir, lève doucement la patte, la pose sur ses petits pieds, et lèche ses mains engourdies par le froid.

L'enfant rassuré par ces démonstrations pacifiques et amicales, fait un effort pour se relever ; mais ses jambes, ses bras, tout son corps, sont si glacés, qu'il ne peut marcher. Compatissant à sa faiblesse, le bon animal s'approche tout près de lui, et par un signe expressif lui fait comprendre de se mettre sur son dos. L'enfant s'y place en effet, le mieux qu'il lui est possible, et s'y tient courbé en deux. Le chien le porte ainsi avec son habileté ordinaire et avec une grande précaution jusqu'à l'hospice, où l'attendaient les soins les plus empressés. Un homme riche et généreux, touché de cet événement, se chargea du petit orphelin.

(3d Week.)

97. SUMMER PASTIMES.

The Swing is a pleasant pastime on a summer's day, and it is easy for us to enjoy it. Instead of a stout rope fastened to the branches of two vigorous trees, with a shawl for a seat, such as our brothers make for us during the holiday-times, we have no less than four secure and comfortable Swings under the cover of our Summer-houses.

All we have to do is to help one another to make the most of them. When it is the turn of the little ones to swing, you must bid them hold on firmly, and don't send them too high. Some children are always wanting to do something grander than any one else. But true happiness, even in so small a matter as swinging, consists in never going to an excess.

Let us therefore be content to swing with moderation ; we must seat ourselves carefully, hold the rope firmly, and never seek to swing to a dangerous height : then we shall be sure to enjoy the sport. The swift motion to and fro, makes the air beat against one's face like a cool breeze, and gives all the pleasure of a drive without the trouble of a horse and carriage. When we are tired of the Swing, yonder is the See-Saw ; this is fine sport for the little ones :—

Oh ! what merry children are we !
Passing our time in innocent glee.
Haste ! jump from the Swing, from the See-Saw away,
'T is now at Croquet, we'll joyously play !
The mallets are ready, the red and the blue,—
Come ! three on my side, three others with you.
Now strike the smooth balls ;—how swiftly they fly !
To the right— to the left, the winner is nigh.
Look ! there goes the ball, the circles are pass'd !
You've won ;—you're so clever ! the game went too fast,
But we've time for another, for merry are we,
Passing the time in innocent glee.

But the best of all is that we are welcome to amuse ourselves in our own way, making the most of the pleasant hour of recreation. Yes ! it is a pleasant hour, under the bright sky of a summer evening, with the sweet smell of the flowers, the green shade of the trees, the long grey shadows of the old Monastery, reminding us of twilight drawing near.

Why do we not oftener think what a beautiful world this is, which God has given to us for a residence, while we live to love and serve Him ! He might have placed

us in some dreary sphere, with constant clouds and rain about us, and nothing fair or graceful to look upon. Let us then often think, on these bright and beautiful summer days, how great is the goodness of God in giving us the cheerful sunshine, the blue sky,—all that is so lovely around us. Yes! this world is very fair, and looking upon all its loveliness, we should think how much fairer must be that *other* world, where God himself reigns in all the brightness of His glory.

98. L'ORPHELINAT DE SAIGON.

PREMIÈRE COMMUNION.

Nous avons beaucoup de consolation de nos chers orphelins; ils sont généralement pieux et intelligents pour le travail, très-appliqués à l'étude. L'inconstance, qui est le défaut naturel des Annamites, ne s'est laissée apercevoir cette année dans aucun de nos orphelins; ceux qui ont quitté l'orphélinat ont été placés par nos Sœurs; plusieurs d'entre eux, adoptés par des chrétiens sans enfants, reviennent souvent avec leurs mères adoptives remercier les mères qui les ont élevés à la connaissance du vrai Dieu.

Bon nombre de nos jeunes filles sachant lire et écrire en leur langue et en la nôtre, se préparent à faire l'école dans les villages et se réjouissent dans l'espoir, disent-elles, de convertir tous les païens. Leur conversation roule souvent sur ce bonheur, qu'il leur tarde de pouvoir réaliser. Chères enfants! elles ignorent les difficultés, elles qui n'ont jamais rencontré d'obstacles.

Voici nos petits enfants de la crèche: ils ne sont pas nombreux, quinze seulement! Que sont devenus les quatre-vingts autres? Oh! je ne les plains pas, leur sort est digne d'envie. Au sortir du berceau ils ont pris leur essor vers le ciel, où ils loueront et béniront à jamais le Dieu qui les a régénérés dans les eaux du baptême.

Une cérémonie très-touchante a eu lieu le dimanche, octave de l'Assomption; nos orphelins, au nombre de

dix-huit, faisaient leur première communion dans le plus profond recueillement. Le Père Jourdain, notre précieux aumônier, les avait préparés à cette grande action par une retraite de quatre jours. M. Wibau, pro-vicaire, célébrait la sainte messe ; onze prêtres et tous les élèves du collège, dont M. Wibau est le directeur, ont chanté les vêpres et le salut en musique ; on aurait pu croire véritablement que nous étions dans une grande ville de France : les enfants tenant de beaux cierges à la main, sont allés aux fonts chantant en langue française, " Quand l'eau sainte du baptême." Oui, c'est grâce aux prières et aux aumônes des chers associés de la Sainte-Enfance, que le cœur de la Sœur de Charité éprouve de si douces émotions dans ce lointain pays. C'est pourquoi nous ne cessons de prier avec nos petits orphelins, afin que le bon Dieu répande ses bénédictions sur les familles de tous les bienfaiteurs de l'Œuvre. (*Ann. de la Ste. Enf.*)

99, GOOD MANNERS. [*Narration.*]

A Friend of Dean Swift one day sent him a turbot, as a present, by a servant who had frequently been on similar errands, but who had never received the most trifling mark of the Dean's generosity. Having gained admission, he opened the door of the study, and abruptly putting down the fish, cried out very rudely : "Master has sent you a turbot." "Young man, said the Dean, rising from his easy chair, " is that the way you deliver your message ? Let me teach you better manners ; sit down in my chair ; we will change situations, and I will show you how to behave in future." The boy sat down, and the Dean going to the door, came up to the table with a respectful face, and making a low bow, said : " Sir, my master presents his kind compliments, hopes you are

well, and requests your acceptance of a small present." "Does he?" replied the boy; "return him my best thanks, and there's half a crown for yourself." The Dean thus drawn into an act of generosity, laughed heartily, and gave the boy a crown for his wit.

(4th Week.)

100. HUMMING BIRDS. [*Dictation.*]

These delicate and beautiful creatures have always attracted attention, even from the aboriginal inhabitants of this Continent. No epithet has been spared to convey an idea of the richness of these birds, and yet all fail, in comparison with the reality. The lustre of the topaz, emeralds, and rubies, the hue of roses steeped in liquid fire, have been applied to the surpassing beauty of their plumage. The ancient Mexicans worked their feathers into mantles, pictures, and various ornamental articles. As we leave the tropics their numbers decrease; and but a few are found within the limits of the United States.

When hovering over a flower, their wings are moved so rapidly that they become invisible, causing a humming sound—hence their name. They rarely alight on the ground, but settle readily on branches. Their nest is delicate, but compact, and lined with the softest vegetable down. It is about an inch in diameter, and the same in depth, and placed in trees, shrubs or reeds. Their eggs, one or two in number, about the size of small hazel-nuts, are generally of a white color, and are hatched in ten or

twelve days. They live upon insects, and occasionally on honey. The species of the humming-bird are very numerous, there being, it is said, more than five hundred; of the curved bill humming-bird there are nearly one hundred species.



The most beautiful of the Humming-Birds, the Ruby of Carolina, sometimes ventures as far north as Quebec, during the month of August.

In the Museum of the Monastery, there is a large group of these diminutive "denizens of the air", and a curious little nest with the two miniature eggs in it, just as it was hung many years ago, on a stem of fern, growing on the banks of a river in Jamaica.

101. ENCORE LES FLEURS.

Un aimable saint (ST. LOUIS DE GONZAGUE) auquel on demandait pourquoi il ne cueillait jamais de fleurs, répondit : Elles embellissent la nature et ne doivent être consacrées qu'à son AUTEUR; ce serait les profaner que d'en faire un autre usage.

A l'exemple de ce Saint, consacrons les fleurs à l'ornement des autels et non à notre propre parure. Ste. Elisabeth donnait cette leçon à ses suivantes quand elle leur disait, en refusant leurs guirlandes : Comment pourrais-je me couronner de fleurs, en pensant que mon Dieu a été couronné d'épines ? Non, nous ne porterons pas de fleurs, mais nous demanderons à l'Auteur de la nature d'imprimer dans nos cœurs la candeur du lis, la beauté de la rose, la constance de l'immortelle, la simplicité de l'églatine, les agréments de l'œillet, et surtout la modestie de la violette.

La violette ! emblème du mérite, elle aime à se cacher.

On doit à la violette un savant botaniste, Jean Bortram, cultivateur dans la Pensylvanie. Cet homme, se livrant au labourage, rencontra une touffe de violettes, il en cueillit les fleurs, et cette circonstance décida du reste de sa vie. Il trouva une telle jouissance à examiner les moindres particularités de son bouquet, qu'il s'attacha à l'étude des plantes et devint botaniste.

En 1815, lorsque Bonaparte aborda sur le sol français, il avait un bouquet de violettes qu'il distribua à ses amis : bientôt cette fleur devint le signe du ralliement et servit souvent les intérêts de l'exilé. Plus tard, lorsque Bonaparte n'eût plus à Sainte-Hélène que ses souvenirs, la violette croissait autour de sa demeure, et il aimait à la cultiver lui-même.

Une grand'maman, qui voulait instruire sa petite-fille tout en l'amusant, lui adressait cette leçon :

Vois, à travers cette épaisse verdure,
La violette éviter ton regard ;
Son parfum charmé, embellit la nature,
Et cependant elle vit à l'écart.
Imite-la ; sois modeste comme elle ;
Secours la veuve, assiste l'orphelin ;
Et, si tu veux paraître encore plus belle,
Aux malheureux cache toujours ta main.

102. THE VIRGIN OF BRESCIA.

Nearly four hundred years ago, at a little village in Brescia, Italy, there lived a young girl, gentle, modest, blessed with the sweetest dispositions, and remarkable for tender piety. Her parents died while she was very young ; but a good uncle continued to take care of the young girl and her sister, a little older than herself. These children seemed to have no other wish but to love God with all their heart,

and to prove that love by practices of devotion and good works. In their zeal for a holy life, all given to prayer and pious meditation, they once set out in search of some hermitage, where there they might live unknown to the world; but their uncle soon found out the place of their retreat, and made them understand that their plan of life would not do; that their duty was to remain with him, until later, God should manifest His will in their regard. These good children returned immediately to their uncle's house, and continued to live piously as before; but the youngest, whose name was Angela, was soon after left to mourn the early loss of the sister she loved so well. She bore her cross with resignation, for God had given her a generous soul and she knew that trials and afflictions come to us from His fatherly hand.

It would be too long to relate here the life of this holy maiden; to tell how she grew in piety day by day, how she despised the vanities of this world and practised the strictest poverty and mortification: we cannot follow her in the pilgrimage she made to the Holy Land, and afterwards to Rome.

It was after her return from the "Eternal City," when she had fixed her abode at Brescia, that she began to devote herself entirely to instructing the poor, relieving those who were in want, and doing good to all. Her example made such an impression upon other pious ladies that they were induced to join her. Angela, with admirable prudence and charity, drew up a rule for the little society, and having been elected Superior, she placed herself and her companions under the protection of St.

Ursula, giving to her Society the name of the martyred Princess of Albion.

Thus was founded the Order of the Ursulines, of which an eminent Irish Prelate has said: "I never knew a lady educated in an Ursuline Convent, who was not the instrument of diffusing piety and happiness around her."

103. WHY THE ROBIN'S BREAST IS RED.

A LEGEND.

The Saviour, bow'd beneath the Cross,
Ascended Calvery's hill,
While from the cruel, thorny wreath,
Flowed many a crimson rill.
The brawny soldiers thrust Him on,
With unrelenting hand
Till staggering slowly 'mid the crowd,
He fell upon the sand.

A little bird that warbled near,
That ever-blessed day,
Flitted around and strove to wrench
One single thorn away.
The cruel spear impaled His breast;—
And thus 'tis sweetly said,
The Robin with his silver vest,
Was dyed around with red.

Oh Jesus ! Jesus ! God made man !
My dolours and my sighs,
Reveal the lesson taught by this
Winged Ismael of the skies.
I, in the palace of delight,
Or caverns of despair,
Have plucked no thorns from thy dear brow,
But planted thousands there !

Il est un temps pour tout dans cette courte vie ;
Tantôt à son banquet le plaisir nous convie,
Tantôt c'est le travail qui courbe notre front.
Vous devez faire aussi ce que les autres font,
Si vous voulez, enfants, acquérir la science
Qui mûrira les fruits de votre intelligence.
Au labeur le péché condamna les humains,
Et c'est pour travailler que nous avons des mains.

Remember thy Creator,
Now in thy youthful days,
And He will guide thy footsteps
Through life's uncertain maze.

Remember thy Creator !
He calls in tones of love,
And offers deathless glories
In brighter worlds above !

THE CROSS.

"Oh ! who could gaze upon that sacred sign
Nor bend the humble knee ?
Oh ! who could view that patient form divine.
Suffering in agony :
Nor weep in bitterness of soul, to know
How oft his sins have caused that blood to flow.
Thrice blessed Cross ! dear emblem of our faith
Shine o'er me still, in the dark hour of death ;
And when within the tomb, this form is laid,
Still may I rest beneath thy shade !"

APPENDIX.

COMPLEMENTARY EXERCISES.

The Two Springs.

[Let the pupils imitate these little Fables by writing them out from memory, adding the Moral.]

Two Springs which issued from the same mountain, began their course together: one of them took her way in a silent and gentle stream, while the other rushed along with a sounding and rapid current. Sister, said the latter, at the rate you move, you will probably be dried up before you advance much farther: whereas, for myself, I will venture a wager, that within two or three hundred furlongs I shall become navigable, and after distributing commerce and wealth wherever I flow, I shall majestically proceed to pay my tribute to the ocean: so farewell, dear sister, and patiently submit to your fate. Her sister made no reply; but calmly descending to the meadows below, increased her stream by numberless little rills which she collected in her progress, till at length she was enabled to rise into a considerable river: whilst the proud Stream who had the vanity to depend solely upon her own sufficiency, continued a shallow brook, and was glad at last to be helped forward, by throwing herself into the arms of her despised sister.

2. The Passenger and the Pilot.

During a violent storm at sea, the whole crew of a large vessel were in imminent danger of shipwreck. After the rolling of the waves was somewhat abated, one of the passengers who had never been at sea before, observing the Pilot to have appeared wholly unconcerned even in their greatest danger, had the curiosity to ask him of what death

his father died. What death ? said the Pilot, why he perished at sea, as my grand-father did before him. And are you not afraid of trusting yourself to an element that has proved thus fatal to your family ! Afraid ! by no means ; why, we must all die : is not your father dead ?—Yes, but he died in his bed.—And why then are you not afraid of trusting yourself to your bed ?—Because I am there perfectly secure.—It may be so, replied the Pilot ; but if the hand of Providence is equally extended over all places, there is no more reason for me to be afraid of going to sea, than for you to be afraid of going to bed.

3. Providence has ordered all things wisely.

It is the fool who says in his heart ; “ There is no God ; ” into the breast of a wise man such a thought could never enter. One of those refined reasoners, who style themselves Philosophers, was stretched at his ease beneath the shade of a large oak, while at his side the weak branches of a pumpkin trailed upon the ground. This threw our grave logician into his old track of reasoning against Providence. Is it consistent with common sense, said he, that infinite wisdom should create a large and stately tree, with branches of prodigious strength, only to bear so small and insignificant a fruit as an acorn ? Or that so weak a stem as that of a pumpkin, should be loaded with so disproportioned a weight ? A child may see the absurdity of it.

In the midst of this *profound* speculation, down dropped an acorn, from one of the highest branches of the oak, full upon his head.

How small a trifle may overturn the systems of mighty philosophers ! Struck with the accident, he could not help crying out :—How providential it is that this was not a pumpkin.

4. If things were done twice all would be wise.

A Farmer who had just stepped into the field to mend a gap in one of his fences, found at his return, the cradle, where he had left his only child asleep, turned upside down, the clothes all torn and bloody, and his Dog lying near it covered also with blood. Immediately conceiving that the creature had destroyed his Child, he instantly dashed out

his brains with the hatchet in his hand: when turning up the cradle, he found his Child unhurt, and an enormous Serpent lying dead on the floor, killed by that faithful Dog, whose courage and fidelity in preserving the life of his son deserved another kind of reward. These affecting circumstances afforded him a striking lesson, how dangerous it is too hastily to give way to the blind impulse of a sudden passion.

5. Better lose a little than lose all.

Two Cats, having stolen some cheese, could not agree about dividing their prize. In order therefore to settle the dispute, they consented to refer the matter to a Monkey. The proposed arbitrator very readily accepted the office, and producing a balance, put a part into each scale. "Let me see," said he; "ah!—this lump outweighs the other;" and he immediately bit off a considerable piece, in order to reduce it, he observed, to an equilibrium. The opposite scale was now become the heaviest; which afforded our conscientious judge an additional reason for a second mouthful. Hold, hold, said the two Cats, now beginning to be alarmed for the event, give us our respective shares, and we are satisfied. If *you* are satisfied, returned the Monkey, justice is not: a case of this intricate nature is by no means so soon determined. Upon which he continued to nibble first one piece, and then the other, till the poor Cats, seeing their cheese gradually diminishing, entreated him to give himself no farther trouble, but deliver to them what remained.—Not so fast, I beseech you, friends, replied the Monkey; we owe justice to ourselves as well as to you: what remains is due to me in right of my office. Upon which he crammed the whole into his mouth, and with great gravity dismissed the court.

EXERCISES ON ORTHOGRAPHY.

[The following pages are far from containing all the words in the language which are liable to be mis-spelled, but it has not been thought expedient to extend them further, the pupils being in the constant practice of writing under dictation, as well as presenting their translation and other exercises for correction, and of referring to a dictionary whenever they are in doubt as to the correct spelling of a word.]

1. Words pronounced nearly alike, but differing in meaning and in spelling.

[The letters are used to facilitate reference for study.]

- | | |
|--|--|
| A Aloud, with a loud voice ;
<i>Allowed, permitted.</i>
Altar, of a church ;
<i>Alter, to change.</i>
Board, a plank ;
<i>Bored, pierced.</i>
Bridal, a wedding ;
<i>Bridle, for a horse.</i> | <i>Flower, a blossom.</i>
Fur, skin with soft hair ;
<i>Fir, a kind of tree.</i>
Guest, a visitor ;
<i>Guessed, conjectured.</i>
Lessen, to make less ;
<i>Lesson, a task, a precept.</i> |
| B Cellar, a room underground ;
<i>Seller, one who sells.</i>
Counsel, advice, a legal adviser ;
<i>Council, an assembly for consultation.</i>
Culler, one who selects ;
<i>Color, as black, white, &c.</i>
Deviser, one who devises or contrives ;
<i>Divisor, a term in arithmetic.</i> | D Manner, a method ;
<i>Manor, a domain.</i>
Naughty, worthless, wicked ;
<i>Knotty, having knots.</i>
President, one who presides ;
<i>Precedent, something done or said before.</i>
Principal, chief ;
<i>Principle, a rule of action.</i> |
| C Flour, ground wheat, or other grain ; | E Profit, gain, advantage ;
<i>Prophet, one who prophesies.</i>
Rode, did ride ;
<i>Rowed, did row.</i>
Sailer, as a ship ; |

Sailor, a seaman or mariner.

Sower, one who sows seeds;

Sewer, one who sews cloth.

Staid, steady;

Stayed, remained.

Stationary, remaining in one place;

Stationery, paper, pens.

Symbol, a type, a sign;

Cymbal, a musical instrument.

Tact, ready talent, adroitness;

Tacked, fastened with tacks.

G Told, part. of to tell;

Tolled, part. of toll.

Tract, a region, a pamphlet;

Tracked, p. part. of to track.

Vial, a phial, or small bottle;

Viol, a musical instrument.

Wade, to walk through water;

Weighed, did weigh.

2. Words frequently confounded by incorrect speakers, though differing in pronunciation, spelling, and meaning.

H Accept, to take, to receive;
Except, to take out, to object to.

Access, approach, admittance;

Excess, superfluity.

Accede, to comply with;

Exceed, to go beyond.

Adherence, attachment to;

Adherents, followers, partisans.

A Addition, something added;

Edition, a publication.

Affect, to act upon, to aim at;

Effect, to bring to pass, to accomplish.

Alley, a walk or passage;

Ally, a confederate.

Allusion, reference to;

Illusion, false show, mockery.

J Apposite, fit, appropriate;
Opposite, contrary.

Assistance, help, relief;
Assistants, helpers.

Attendance, the act of waiting on, service.

Attendants, persons who attend.

Ballad, a simple song;

Bullot, a little ball.

K Baron, a lord;

Barren, sterile, not prolific

Cease, to stop, to leave off;

Seize, to lay hold of.

Currant, a small berry;

Current, running or passing.

Decease, death;

Disease a malady.

L Decree, to ordain, an edict;

Degree, a step, rank.

Defer, to put off, to postpone;

Differ, to disagree.

Deference, respect, submission;

Difference, disagreement.

Dissent, difference of opinion ;

Descent, declivity ; lineage.

M Divers, several ;

Diverse, different.

Elicit, to draw out of ;

Illicit, illegal, not lawful.

Elude, to escape from ;

Illude, to mock, to deceive.

Emerge, to rise out of ;

Immerge, to plunge into.

N Emigrant, one who migrates from a country.

Immigrant, one who migrates into a country.

Eminent, distinguished ;

Imminent, impending.

Errand, a message ;

Errant, wandering.

Eruption, a breaking out ;

Irruption, a breaking into.

O Extant, surviving ;

Extent, space, compass.

Fisher, one who fishes ;

Fissure, a cleft, a crack.

Gamble, to practise gaming ;

Gambol, to frisk, a frolic.

Gristly, consisting of gristle ;

Grizzly, somewhat gray.

Impostor, one who imposes

upon the public ;

P *Imposture, fraud, imposition.*

Ingenious, having ingenuity ;

Ingenuous, candid, noble.

Least, smallest ;

Lest, for fear that.

Lineament, a feature ;

Liniment, an ointment.

Lose, to suffer loss. not to win ;

Loose, untied, slack.

Q Missal, the Mass book ;

Missile, a weapon thrown by the hand.

Pastor, a shepherd, a clergyman ;

Pasture, grazing ground, grass.

Patience, being patient ;

Patients, sick persons.

R Presence, being present ;

Presents, gifts, donations.

Preposition, a part of speech ;

Proposition, a proposal.

Prophecy, a prediction ;

Prophesy, to foretell, to predict.

Radish, an esculent root ;

Reddish, somewhat red.

Racer, a race-horse ;

Razor, for shaving with.

S Salary, wages, hire ;

Celery, a vegetable.

Sculptor, an artist in sculpture ;

Sculpture, the art of carving.

Soar, to fly above ;

Sower, one that sows.

Spacious, wide, roomy ;

Specious, showy, plausible.

Statue, an image or figure ;

Statute, an act of Parliament.

3. Words pronounced *alike* but different in *spelling* and *signification*.

[Let the pupil write sentences applying the words according to their signification.]

- T** Ale, *ail* ;—all, *awl* ;—ascent, *assent* ;—aught, *ought* ;—bad, *bade* ;—bail, *bale* ;—ball, *buwl* ;—bare, *bear* ;—base, *bass*.
- U** Beach, *beech* ;—beet, *beat* ;—bee, *bee* ;—beer, *bier* ;—berry, *bury* ;—blew, *blue* ;—bough, *bow* ;—bourn, *borne* ;—brake, *break*.
- V** Bred, *bread* ;—by, *buy* ;—cannon, *canon* ;—ceiling, *sealing* ;—cession, *session* ;—check, *cheque* ;—cord, *chord* ;—cite, *site*, sight ;—clime, *climb* ;—close, *clothes*.
- W** Coarse, *course* ;—coarser, *courser* ;—deer, *dear* ;—due, *dew* ;—die, *dye* ;—dun, *done* ;—draft, *draught* ;—dying, *dyeing*.
- X** Fain, *fane*, feign ;—faint, *feint* ;—fair, *fare* ;—fate, *fête* ;—feet, *feat* ;—flee, *flea* ;—fore, *four* ;—fowl, *foul*.
- Y** Frays, *phrase* ;—gall, *Gaul* ;—gilt, *guilt* ;—grate, *great* ;—Greece, *grease* ;—grizzly, *gristly* ;—groan, *grown* ;—hail, *hale*.
- Z** Hall, *haul* ;—heal, *heel* ;—hear, *here* ;—hew, *hue* ;—high, *hie* ;—horde, *hoard* ;—isle, *aisle* ;—in, *inn*.
- AA** Jain, *jamb* ;—key, *quay* ;—led, *lead* ;—lone, *loan* ;—made, *maid* ;—mane, *main* ;—mantle, *muntel* ;—maze, *maize*.
- BB** Mean, *mein* ;—meed, *mead* ;—mite, *might* ;—need, *knead* ;—not, *knot* ;—ore, *oar*, o'er ;—pale, *pail* ;—pane, *pain*.
- CC** Pear, *pare*, pair ;—pause, *paws* ;—peace, *piece* ;—peak, *pique* ;—peel, *peal* ;—peer, *pier* ;—plane, *plain* ;—plate, *plait*.
- DD** Please, *pleas* ;—plum, *plumb* ;—pore, *pour* ;—practise, *practice* ;—pray, *prey* ;—quire, *choir* ;—rain, *reign* ;—raise, *rays*, raze ;—rap, *wrap*.
- EE** Rapt, *urapped*, rapped ; reed, *read* ;—rest, *wrest* ;—ring, *uring* ;—rite, *write*, wright, *right* ;—road, *rode* ;—root, *route*.
- FF** Ruff, *rough* ;—rye, *wry* ;—sale, *sail* ;—seed, *cede* ;—seem, *seam* ;—seas, *sees*, seize ;—seen, *scene* ;—sheer, *shear* ;—size, *sighs*.

- GG** So, *sow*;—sole, *soul*;—sore, *soar*;—stare, *stair*;—
strait, *straight*;—sum, *some*;—sweet, *suile*; tacks,
tax.
- HH** Tail, *tale*;—tier, *tear*;—teem, *team*;—time, *thyme*;
—too, *two*, to;—threw, *through*;—vale, *veil*;—waste,
waist;—wait, *weight*;—ware, *wear*;—way, *weigh*;—
week, *weak*;—won, *one*.

4. Double sounding consonants.

[In the following and similar words the middle consonant has, from the accent falling upon it, a double sound; be cautious therefore as to the spelling.]

- II** Alum, atom, balance, banish, blemish, botany, busy, cherish, clever, copy, cover, credit, damage, desert, famine, forest, homage, lavish, limit, malice, memory,
- JJ** menace, model, palace, palate, pavilion, peril, planet, prelate, rebel, rigor, salad, scholar, separate, shadow, talent, valid, vigor, widow.
- KK** Observe also how we spell; oppointment and *apartment*, ballad, banner, banish; *city*, ditty; commit, comet; dismissal, *commiserate*; fellow, *felon*;
- LL** mallet, *malignant*, meddle, *medal*; million, *vermillion*; Ellen, *melon*; *pity*, pittance; bigger, *rigor*, gallery, *salary*; merriment, *merit*, harrow, *harass*, &c.

5. Some Rules for spelling.

Words ending in l double that letter on the addition of another syllable.

- MM** Cancel, cancelled, cancelling; marvel, gravel, grovel, carol, counsel, chisel, equal, label, model, pencil, shovel, rival, travel, revel &c.

The last letter is doubled in such words as the following, when we add ED, ING or ETH.—

(See Murray p. 28.)

Drop, pin, blot, repel, omit, admit, beg, clap, commit, compel, concur, confer, control, cram, cut, defer, deter, dig, dispel, dot, entrap, equip, expel, extol, fit; forget, fur, hem, incur, infer, jar, kint, net, occur, omit, pen, permit, plan, plot, rebel, shrug, stun, submit, swim, transfer, wrap.

In the following the last letter is not doubled:

(See Gr. p. 28.)

NN Retain, proffer, murmur, droop, seem, repeal, reveal, float, ballot, limit, pain. *Ex. Retaining, proffered, &c.*

6. The Diphthongs EI and IE.

The diphthongs EI and IE having the same sound in many words, such words are often mis-spelled.

After C it is generally EI.

OO Conceive deceive, receive, perceive, conceit, deceit, ceiling, receipt; — write also, forfeit, surfeit, deign, heinous; — neither, freight, inveigh, neighbour, reign.

In the following words write EI:

PP Achieve, belief, believe, brief, grief, sieve, thief, mischief. Write also niece, conscience, ancient, frontier, glacier, kerechief, obedient, species, vizier, yield.

Let the pupil see Gr. p. 29, Rule VIII, IX, and X, for further helps to correct spelling.



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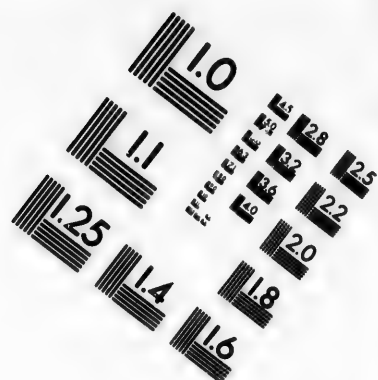
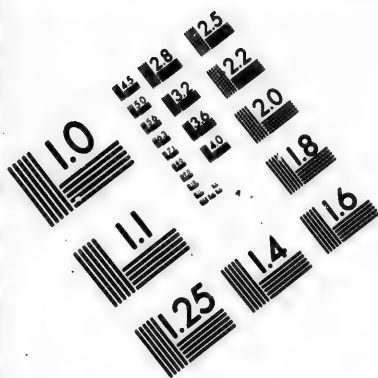
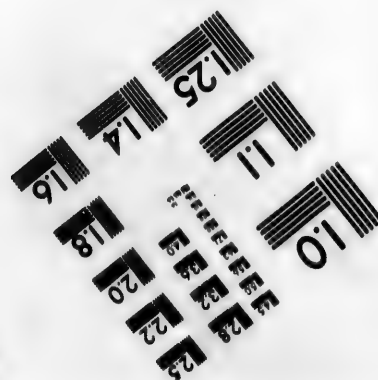
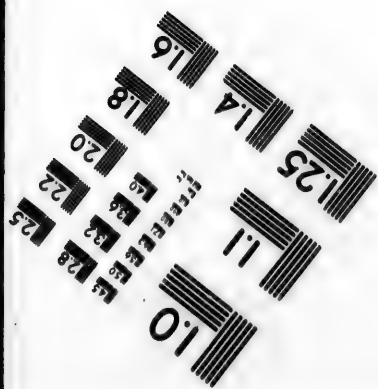
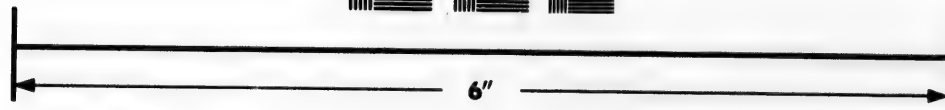
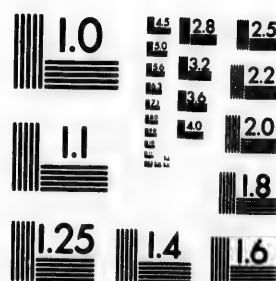


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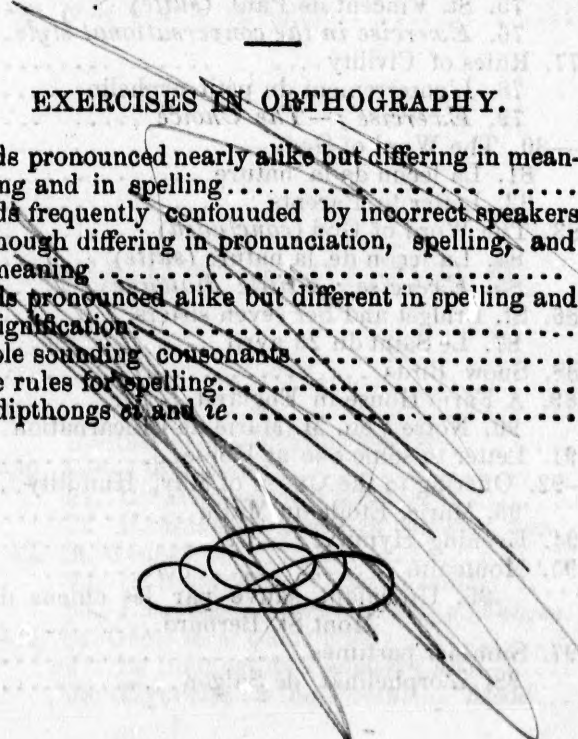
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